# DOCUMENT RESUME

ED 088 549 JC 740 103

| | |
|---|---|
| AUTHOR | Elsner, Paul A.; Brydon, Charles W. |
| TITLE | Nonpunitive Grading Practices and Policies. |
| INSTITUTION | Peralta Community Coll. System, Oakland, Calif. Office of Educational Services. |
| PUB DATE | Jan 74 |
| NOTE | 113p. |
| EDRS PRICE | MF-$0.75 HC-$5.40 |
| DESCRIPTORS | Academic Standards; Community Colleges; *Credit No Credit Grading; *Data Analysis; *Grading; Historical Reviews; Pass Fail Grading; *School Policy; *State Laws |
| IDENTIFIERS | *Course Withdrawal |

ABSTRACT

Information pertaining to the overall grading standards and practices within the five Peralta Colleges is compiled and analyzed here. The report is presented in three parts. The first part deals with the historical background of traditional and non-punitive grading, the national trends toward innovation and experimentation with various forms of nonpunitive grading and a review of several studies on grading practices and policies in California Community Colleges. The second part deals with the formal laws, rules, regulations and policy statements that make up the legal background of the issue of grading. This section covers the constitutional background, California statutory provisions, Title 5 of the California Administrative Code, the Peralta Board Policy Manual, and college catalogs. The third and concluding section contains the actual compilation and analysis of the Peralta grade distributions and course withdrawal frequencies: limitations, grade distribution comparisons (institutional patterns and departmental patterns), Peralta course withdrawal frequencies, and summary and analysis. Relevant codes, regulations and data analyses are appended. (KM)

ED 088549

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

# NONPUNITIVE
# GRADING PRACTICES AND POLICIES

JC 740 103

**PREPARED BY:**

Dr. Paul A. Elsner, Vice Chancellor
Educational Services

Dr. Charles W. Brydon, Project Director
University of California, Berkeley

Office of Educational Services

THE PERALTA COLLEGES
300 Grand Avenue
Oakland, California 94610

January 1974

# CONTENTS

INTRODUCTION . . . . . . . . . . . . . . . . . . . . . . . . . . . . . i

--The Problem
--Scope
--Major Concerns

I. GENERAL BACKGROUND . . . . . . . . . . . . . . . . . . . . . . . . . 1

--Historical Perspectives on Grading Practices . . . . . . . . . 1
--Review of the Literature . . . . . . . . . . . . . . . . . . . 2

a) Nonpunitive Grading in Higher Education: National Trends . 2
b) Nonpunitive Grading in the California Community Colleges . 4
c) Assessment and Evaluation . . . . . . . . . . . . . . . . . 7

II. LEGAL BASIS AND POLICY STATEMENTS ON GRADING STANDARDS . . . . . . 11

--Overview . . . . . . . . . . . . . . . . . . . . . . . . . . 11
--Constitutional Background . . . . . . . . . . . . . . . . . . 11
--California Statutory Provisions . . . . . . . . . . . . . . . 11
--Title 5, California Administrative Code . . . . . . . . . . . 12
--Peralta Board Policy Manual . . . . . . . . . . . . . . . . . 17
--College Catalogs . . . . . . . . . . . . . . . . . . . . . . 19

III. GRADE DISTRIBUTIONS AND COURSE WITHDRAWAL FREQUENCIES . . . . . . 26

--Overview . . . . . . . . . . . . . . . . . . . . . . . . . . 26
--Limitations . . . . . . . . . . . . . . . . . . . . . . . . . 26
--Grade Distribution Comparisons . . . . . . . . . . . . . . . . 27

a) Institutional Patterns . . . . . . . . . . . . . . . . . . 27
b) Departmental Patterns . . . . . . . . . . . . . . . . . . . 35

--Summary . . . . . . . . . . . . . . . . . . . . . . . . . . . 42
--Peralta Course Withdrawal Frequencies . . . . . . . . . . . . 42
--Summary, Analysis and Comment . . . . . . . . . . . . . . . . 47

APPENDIX . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 50

THE BIBLIOGRAPHY . . . . . . . . . . . . . . . . . . . . . . . . . . 92

* * * * *

NONPUNITIVE

GRADING PRACTICES AND POLICIES

## INTRODUCTION

- --The Problem
- --Scope
- --Major Concerns

## INTRODUCTION:

In recent months the Board of Trustees of the Peralta Colleges, along with various individual administrators and faculty members of the Peralta Colleges Council and the Instructional Council for the District have expressed an interest in compiling relevant information pertaining to the overall grading standards and practices within the five Peralta Colleges. The origin of this concern is derived from the District's own experiences with various forms of nonpunitive grading. Inextricably related is the relationship of these practices to such issues as traditional academic standards, educational relevance and viability, and the overall mission and goals of community college education. While it will not be possible to resolve or even touch upon all of these issues, it should be recognized that any discussion of grading standards and practices is cast against this kind of complex background.

The Office of Educational Services for the District has undertaken a rather comprehensive analysis of the preceding issues and has compiled information which is intended to provide the basis for additional analysis and widespread discussion in the months to come.

The issue of nonpunitive grading, as well as that of grading practices and policies in general, presents itself, initially at least, in three general parts. The first has to do with attempting to understand what the norms are among other community colleges in the state as well as those of other segments of higher education in this country. Associated with this kind of background is a need for as much information as possible regarding the actual experiences of these other institutions with their grading policies. Institutional research on this subject began to appear in the late 1960's and continues today at various colleges and universities around the country. No attempt was made to conduct original research in these areas, thus, the knowledge needed to meet the needs of this part of the study had to be taken from an extensive review of the literature on the subject. Therefore, the first part of the study assembled here, deals with the historical background of traditional and nonpunitive grading, the national trends toward innovation and experimentation with various forms of nonpunitive grading and a review of several studies on grading practices and policies in California Community Colleges.

The second dimension of the issue must necessarily deal with the vast and complex array of formal laws, rules, regulations and policy statements which make up the legal background to the subject. Each of the different levels of governmental decision-making contributes its own set of requirements and minimum standards which have a direct and immediate bearing upon the formal, as well as the informal practices which are followed with regard to grading and student evaluation. The assumption is that the place to begin is to try to understand what the formal requirements are and to analyze each successive layer of proscriptions and prescriptions to see if they are consistent and logically related. One aspect of this phase of the project was to scrutinize the individual campus policies in relationship to board policies, Title 5 requirements and statutory, legislative mandates.

The third, and final portion of this informational effort is devoted to describing the actual shape, form, and general characteristics of the Peralta grade distributions. It is all well and good to understand something about the background of the academic evaluation phenomena, and to have a clearer picture as to what the law requires, however, this is not complete unless we have some sort of empirical idea as to what we are actually doing with regard to grading. Any approach to this aspect of the problem naturally raises a number of related issues. One of the most obvious is how does Peralta compare with other districts? Or, how do the individual Peralta campuses compare with one another? There is also a logically related concern which calls for information concerning how different departments of the campus compare with one another. Moreover, there are always the new dimensions which are uncovered as one looks deeper into any problem. Liberalized withdrawals, for example, turn out to be another alternative grading form, like its counterparts, CR/NCR, course repetition, forgiveness, and elimination of the "F" grade. As it developed, this turned out to be perhaps the most common form of nonpunitive grading currently practiced in the Peralta District and had to be examined. While all of this may appear fairly definitive, it barely scratches the surface. As this office went out to the colleges and talked with instructors and administrators it became aware of numerous other kinds of questions with which the study might have been concerned.

The concluding portion of the project is devoted to bringing together more of the questions, the unresolved issues and further lines of analysis which might have been pursued.

The preceding then, is a narrative overview of what this particular study attempts to do and how it approached the general problem. It is often helpful to provide interested parties with a list, a more specific enumeration of the questions to which the entire report addresses itself. Therefore, the questions which guided the research have been extracted from the preceding three parts and are set forth here so that policy planners and decision makers can see at a glance and more readily identify the general frame of reference. The following is an outline of the major kinds of concerns with which this study is concerned:

1. How do the grading practices in the five Peralta Colleges compare with each other?

    (a) by campus
    (b) by department

2. How do the grading practices and policies of the Peralta Colleges compare with other selected Northern California community colleges?

3. How do actual grading practices in the Peralta District compare with the formal policy positions pertaining to grading?

4. What conclusions can be drawn from comparing grading distributions with other selected variables which might affect grading practices? (Examples: nature of the subject matter, experience level of the faculty, size of the department, number of "withdrawals" in the department.)

5. How do Peralta's grading practices compare with other community college campuses around the state; with other post-secondary institutions nationally?

6. What is the background behind traditional grading and the recent changes in grading policies in higher education? What trends exist?

7. What are the issues involved when considering grading policies; what questions need further study?

# NONPUNITIVE
# GRADING PRACTICES AND POLICIES

## PART I
## GENERAL BACKGROUND

--Historical Perspectives on Grading Practices

--Review of the Literature

  a. Nonpunitive Grading in Higher Education: National Trends

  b. Nonpunitive Grading in the California Community Colleges

  c. Assessment and Evaluation

## GENERAL BACKGROUND

### Historical Perspectives on Grading Practices

Faculty evaluation of student performance has been an essential aspect of American education since the founding of the colonial colleges in the middle of the 17th century. In contrast to the European and the British system of objective comprehensive examinations administered by institutional authorities, the American penchant for distinctiveness has produced a unique American alternative, whereby student evaluation remains in the subjective hands of individual faculty members. Historically, the symbolic letter grade, assigned at the discretion of the instructor, has replaced the descriptive comments of excellent, good, poor, etc. Often critized as being too subjective, it is somewhat ironical that in recent years the course grade administered by the faculty has been under attack as being too cold, detached and objectively impersonal. The advent of the elective system (initiated at Harvard by Charles Elliot in the last century, to make way for curricular diversity), the subsequent abandonment of the uniform, prescribed curriculum and the astounding growth in student enrollments in this century, have combined to form the background for the functional utility of letter grades. Until recent years (about the mid 1960's) the letter grade remained unchallenged as the standard of excellence and the yardstick by which units of academic currency could be judged.

A typical translation of the letter grade into evaluative terminology along with corresponding grade points per unit can be summarized as follows:

| | | |
|---|---|---|
| A | Excellent | 4 points per unit |
| B | Above Average | 3 points per unit |
| C | Average | 2 points per unit |
| D | Barely Passing | 1 point per unit |
| F | Failure | 0 |

Although widely accepted today as the "traditional standard," the symbolic letter grade did not come into widespread use until fairly recently. The typical pattern of grading in collegiate institutions prior to 1900 was based upon sometimes rather elaborate descriptive evaluations of students done by the faculty. These were sometimes reduced to such rubrics as "excellent," "passed," "conditional," or "failed." Often the student learned only that he had passed or failed. Stanford University, for example, did not enter letter grades upon transcripts until as late as 1911.[1]

Student activism and widespread unrest on American college campuses in the early 1960's led many major American institutions to consider various types of academic reform. One of the most common recommendations was that something ought to be done about the preoccupation with grades by students and institutions alike. Various forms of nonpunitive grading have been considered since that time. At the University of California, Berkeley, the "Report of the Select Committee on Education"(often referred to as the Muscatine Report)[2] recommended that:

---

[1] "The Stanford Observer," October 1966, p.1.

[2] Charles Muscatine (Chairman), Education at Berkeley; Report of the Select Committee on Education, University of California Press, March 1966.

> A student in good standing should be authorized to take one course each term on a pass-no pass basis. Units thus earned shall be counted in satisfaction of degree requirements, but shall be disregarded in determining the student's grade point average. Except with the consent of the student's major department, courses thus undertaken shall not satisfy requirements for the major.

The Muscatine Report, which was based upon an extensive review of the literature, a survey of both students and faculty and over a year of deliberations by the committee also recommended "further experiments in grading, including refinements in the present system."[3]

## Review of the Literature

### a. Nonpunitive Grading in Higher Education: National Trends

Berkeley was not alone in considering various forms of nontraditional grading. Major colleges and universities throughout the country have experimented with various options. Those which have reported on their experiences include Amherst (Rand 1967, Dawson 1972), Princeton (Karlins et al, 1969), Dartmouth (Feldmesson 1969), Brandeis (Sgan 1969), Cornell (Toomajian 1969), the University of Washington (Morishima 1970) which along with Washington State University (Quann 1971) has produced several excellent evaluations of their experience. The University of California, Berkeley, has also just completed an evaluation of their form of nonpunitive grading (Harrington 1972), which should be available soon.

Yuckor, who reviewed the literature prior to 1969, noted the trend towards limited pass-fail options. Davidovicz (1973) and Harrington (1972), have brought that review up to date and substantiated Yuckor's finding that the major trend seemed to be towards a limited use of a pass-fail, pass-no pass option. Usually, students are permitted to take no more than one such course per term, usually restricted to those outside the major. Burwen (1971) estimates that at the time of his national survey (N=435 institutions) 67.5% of all institutions used some sort of a nontraditional grade. Quann, who studied 150 four-year colleges and universities (1970), found that 68% offer pass-fail or a similar grading option. A total of 102 of the 150 (85.3%) used a somewhat standardized approach with A, B, C, D, equivalent to "pass" and "F" equivalent to failure, no-credit, or no-pass. Of the total, 62.7% allow students to enroll in one course per term; pass-fail being the most common form at that time. Interestingly, Quann predicted that credit-no-credit, with the further minimizing of the concept of failure would be the forthcoming trend. Quann's breakdown of the nomenclature and the extent of its use may be instructive:

---

[3] Charles Muscatine (Chairman), Education at Berkeley; Report of the Select Committee on Education, University of California Press, March 1966.

GRADING OPTIONS:
Selected Four-Year Colleges and Universities

| Nomenclature | Number | Per Cent |
|---|---|---|
| Pass/Fail | 56 | 54.9 |
| Pass/No Pass | 15 | 14.7 |
| Satisfactory/Unsatisfactory | 10 | 9.8 |
| Credit/No Credit | 6 | 5.9 |
| Honors, Pass/Fail | 2 | 1.9 |
| Pass, D or F | 2 | 1.9 |
| Other | 11* | 10.8 |

*Includes options (one each) of: Distinction, High Pass, Pass, and No Credit; Honors, High Pass, Pass, and F; High Pass, Pass, and Fail; Honors, Pass, and No Credit; Pass, No Credit; Pass, No Report; A, B, C, and No Credit; Credit, F; Credit, Withdrawal; Pass, Unsatisfactory; and Satisfactory E.

The most comprehensive study on the subject of national trends was that conducted by the American Association of College Registrars and Admission Officers (AACRAO 1971). They surveyed their entire 1,696 member association and collected 1,301 returns, including 279 returns from two-year institutions. They found that 50% of the responding institutions were using a traditional grading system, 46% had a combined traditional/non-traditional with only 2% reporting the exclusive use of a non-traditional system. Pass-no pass is the most common option, as reported by Quann, with this option most popular among the large institutions. One significant finding is that 61% of the institutions responding report that fewer than 10% of the students take advantage of the P/NP option. At Berkeley, where theoretically at least, a student could take up to 1/3 of his courses on a pass-no pass basis, the percent of courses taken on that basis has risen from 9.9% in 1966 to only 12.4% in 1970 (Harrington 1971).

It is apparent at this juncture to observe that the use of some form of nonpunitive grading is a national phenomenon that it is still in the experimental stage at many institutions and that the vast majority of those using the option do so only on a limited basis. It is also apparent that, pass-no pass at least, is not taken advantage of even if available. There are a number of questions which require answers, such as, which kinds of students use the option, the effect upon overall GPA, the general impact upon the instructional program and evaluations by students and faculty. These kinds of questions have more meaning and appear less abstract perhaps if one considers some of the goals and motivating factors behind the use of nonpunitive grading. These can be looked upon as a set of basic assumptions and have been very well summarized by the Key Reporter (1970), a publication of the national honorary society, Phi Beta Kappa.

Assumptions Behind Nonpunitive Grading:

1. Nonpunitive grading (pass-no pass) permits the student to study and learn without pressure or emotional strain. The student does not feel repressed or inhibited by a grading system.

2. Students have an opportunity to pursue courses in "academically unfamiliar" areas without fear of poor grades.

3. Students following pass-fail options should display greater motivation and intellectual curiosity than under traditional programs.

There are a great many things which we know about the various options of nonpunitive grading, however, those caring to make judgments about the practice should be careful to focus upon the issues of intellectual curiosity, experimentation in academic areas and increased motivation. Proponents and detractors alike often become embroiled in debating findings and aspects of nonpunitive grading practices which are not germane to these issues. Before looking to the literature for information by which to evaluate nongrading practices nationally, it seems appropriate to report on current trends in the use of nonpunitive grading in California's community colleges. This section of the study is being reported on separately for the sake of emphasis, however, the observations concerning assessment and evaluation of nonpunitive grading apply equally well to both systems. Hence, these comments will be reserved until after we have reviewed the California scene.

### b. Nonpunitive Grading in the California Community Colleges

Dietz (1971) reported on a 1970-71 survey of 88 California community colleges that 55 were pursuing or experimenting with grading policies that will change the number of students on probation (for example, giving only A, B, C, and W grades or allowing students to drop certain grades upon a change of major). In effect, of the 81 institutions which responded on this portion of the survey, 67.9% indicated that at that time (1970-71) they had some form of nonpunitive grading. Smith (1970), who reviewed all of the 1968-69 and 1969-70 community college catalogs in California, reports that 61% of the institutions have either a limited credit/no credit program or will allow students to withdraw without penalty past the 12th semester week. The same researcher, reporting on a 1969-70 survey of 94 public community colleges estimates that at almost one quarter of the colleges, and at least 50% of the faculty were using an actual or de facto ABCW system. While somewhat dated, this finding is particularly significant since it measures the actual use frequency of a nonpunitive grading option. This is a far more important index to community college practices than a count of institutions which may have nonpunitive grading policies but where faculty are not using them. Smith also found that 38% of the institutions (n=36) only 5% of the faculty was using ABCW. At the other end of the continuum 14% (n=14) reported that between 90 and 100% of the faculty was actually using this form of nonpunitive grading.

One of the difficulties encountered in attempting to understand the extensiveness of nonpunitive grading in California's community colleges are the great many formal systems currently in use. There are as many as 15 letter grades available to the student throughout the system with an almost infinite variety of policies relating to the circumstances under which they apply.[4]

Dietz has classified the various forms of nonpunitive grading into five general catagories. He counted the number of institutions in California which fall into each grouping and reports on individual variations within each group.

1. Liberalized Withdrawals: (n=20)

   Twenty California community colleges have moved from early in the term withdrawals to the 8th, 12th or even the 20th week of the semester. Eight allow unrestricted W's up to the final examination and three permit a nonpunitive W at any time, even after the final examination.

2. Credit/No Credit (n=16)

   There are sixteen institutions that reported that they were using or planned to use CR/NCR grades. Ten were using them extensively, four on a limited basis and two were considering CR/NCR proposals. The major variations involved when the college requires electing the CR/NCR option and if and when the student can change back to a letter grade during the term.

3. Forgiveness of Penalty Grades: (n=10)

   At the time of the survey (1971) ten colleges indicated that they were following the practice of forgiving penalty grades.[5] Originally intended to apply to students changing from a transfer curriculum to an A.A. terminal degree program, this practice of forgiving penalty grades is now being interpreted by state authorities and by individual campuses to permit forgiveness of penalty grades not in the new curriculum any time a student changes his major.

---

[4] Lawrence G. Smith found 22 "unusual grades" assigned in California Community Colleges, 1968-69, 1969-1970. Study Materials Relating to Grades and Grading, (1970), Table 3-1

[5] Part VI, Division 2, Chapter 7 (ss 51602, formerly 131.7) of Title 5., California Administrative Code is interpreted to mean that any "unsatisfactory grades" ("F") which is outside the specific curriculum which the district accepts towards a degree, as shown by the college catalog, will not be counted when computing a student's GPA. Thus, if a student changes his major, any course which is not satisfactory (meaning any penalty grade) which does not specifically count towards the degree in the new major curriculum, will be excluded when computing the GPA. Thus, the term "forgiveness." See the section on statutory provisions for further elaboration. Chapter 7 will be replaced by Chapter 8 on September 1, 1973, but retains this provision.

4. Elimination of F Grades (n=13)

Thirteen colleges reported that they had either eliminated the "F" grade or were seriously considering doing so and had experimental programs already in effect or under discussion. Only three institutions had officially eliminated the F grade as of the 1970-71 academic year, one institution had done so in practice and the remaining nine were "studying grading systems which do not include D's or F's."

5. Replacement of Penalty Grades by Repetition of Courses (n=5)

The practice of permitting a student to repeat a course in which they have earned a "D" or an "F" was reported in five community colleges. This is a practice where the first grade is lined out, not erased, on the transcript. Neither the units nor grade associated with the first attempt is included when computing the student's GPA. The general practice is to limit the number of times a course may be repeated and to exclude courses taken at another college.[6]

In summary then, we can observe that the California community colleges have followed the national trend in experimenting with different nonpunitive grading options. One apparent distinction lies in the more extensive use of the pass-fail option by the four year institutions and the community college preference for the credit/no credit concept. This is of interest because it reflects the logical extension of the nonpunitive philosophy at its next stage of development. It was at this point in time where community colleges took up the debate. The senior institutions were generally three to five years ahead of the community colleges in California in this respect. Furthermore, 24% of the community colleges in California were using the more liberalized withdrawal option in 1970 (Dietz) as compared to less than 10% of the institutions in a survey of 150 four-year colleges and universities in the same year (Quann).

---

[6] Dietz (1971) notes that Sacramento State University and the University of California system also permit replacement of penalty grades. It would appear however, so far as community colleges are concerned, that repeating a course is in direct conflict with Title 5., Div. 6, Chapter 1, (ss 55002) which defines standards for graded courses. Sub-section (f) of Section 55002 provides that "enrollment cannot be repeated except in unusual circumstances and with the prior written permission from the district superintendent or his authorized representative or representatives." The County Counsel should be consulted on this point.

c. Assessment and Evaluation

Any assessment concerning the frequency, extent and variations on nonpunitive grading options should include several immediate observations. First, while we know that the majority of American colleges and universities have experimented with different grading practices, we really don't know very much about how extensively the various options are really used by faculty or by students. Secondly, there is probably a considerable discrepancy between even official college policy and practice which has not always been allowed for in the studies cited. Thus, a statement about frequencies which reflects the number of institutions using or experimenting with nonpunitive grading (67%) might look far different if one were to measure the percentage of faculty and students using any one of the various forms previously described. With these caveats in mind it is still possible, nevertheless, to conclude that nonpunitive grading represents a significant phenomenon common to most institutions of higher education in America today. It must be recalled that it began as a response to well articulated demands for academic reform (consider for example many of the themes in Nevitt Sanford's The American College 1962) and more specifically, with repeated criticisms concerning grading practices (Heist 1962; Mannelo 1964; Collins 1965; Becker 1968; O'Banion 1969). The arguments were many, generally centered around the theme of improving learning, and obviously persuasive. Thus, the nature of the issue has shifted. It is no longer a matter of whether academic institutions will attempt experimentation with non-traditional patterns, or even how many will try. The real issue today (1973) is whether the basic premise upon which nonpunitive grading was based has been borne out in practice. Or put another way, has the reduction in tension associated with nonpunitive grading really improved learning?

The definition of learning and criteria to measure it are of course at the crux of the matter. It was, after all, the lack of any agreed upon definition of knowledge and the absence of any really precise way to measure the learning process--even if one assumes that it can be measured--that led to the evolution of the symbolic letter grade in the first place. The letter grade standard which emerged in response to the knowledge revolution, course proliferation and the general growth of student populations--is the very thing at issue. Albeit an arbitrary measure, the letter grade standard has retained its universal acceptance, so much so, that even today, after several years of experience with nonpunitive grading, most of the attempts at evaluation still use the A-F yardstick to measure the effectiveness of nonpunitive grading programs. This presents quite a paradox.

Actually, very little effort has really gone into the attempts to adequately evaluate the impact of nonpunitive grading upon the learning process. Weems et al (1971) reports that 85% of the institutions with pass-fail options had no evaluative data on their programs.

Berkeley (Harrington 1971), the University of Washington (Morishima 1970), Brandeis (Sgan 1969) and Washington State (Quann 1971) are the exceptions and do provide some basis for evaluation of various nonpunitive grading efforts. Berkeley has found that approximately 40% of undergraduates have used the pass-fail option, with about 12% of the total enrollment in under-graduate courses on a pass-fail basis. Harrington using a stratified, random sample of 1205 undergraduate students at Berkeley in the winter quarter 1971, reports on several general findings. "Students were found to have very negative attitudes towards grading" (Harrington 1971). The majority stated that they would prefer no grades at all, if adequate provisions could be made for graduate school, transfers and fellowships. These findings are supported by those of Sgan 1969, Karlins et all, 1969, Cromer 1969. One of Harrington's most significant contributions to the literature is a differentiation of student types and an analysis of their reactions to traditional and nonpunitive grading. This represents an extremely important finding since it helps to explain much of the confusion which exists concerning student attitudes towards pass-fail systems. Using the F Test for an analysis of variance, Harrington identified three distinct groups of students--those with a vocational orientation, "identity seekers" and student activists. The "vocationalists," those who view education as preparation for jobs and careers, had significantly more negative attitudes towards pass-no pass courses and actually took fewer such courses. They tend to consider grades reasonable, fair and a good source of motivation. "Identity seekers," those seeking personal fulfillment in college, (using their education to develope a sense of identity and to learn to enjoy life) were most vehement in their dislike of traditional grading. They also use the nonpunitive options when they are available. This group tends to identify with the collegiate tradition of viewing education as a preparation for life, the development of the whole person, with the pursuit of knowledge for its own sake. The "social activists," those highly involved in social, athletic, and reactional activities, report no significant reasons for or against pass-fail courses. They are slightly in favor of the option, but are essentially neutral. In short, Harrington has demonstrated the hazards of making generalizations concerning student attitudes towards nonpunitive grading. Research findings which do not make these distinctions are therefore in danger of having one group simply cancel out the other, if the sample is taken from a normal distribution, or of significantly skewing the results if the sample is heavily weighted by one type of student over another. This is particularly important to researchers attempting to measure student attitudes in community colleges, which have attracted students who often have a highly vocational orientation.

One of the persistent issues involving nonpunitive grading is that of comparative student achievement. Of all the undergraduates enrolled in pass-fail courses at Berkeley in the fall of 1970, 87.5% received a pass and 6.9% a not pass. Of the total letter grades given to undergraduates, 87.5% received A, B, or C and 5.7% received D or F (Harrington 1971). On this measure the two groups are almost equal. On the other hand, Harrington found that the average student attempts a grade of B+ in the letter grade courses but only expects to receive a B. However, students indicated that had their P/NP course been a letter grade, they would probably received a B-. In other words, students indicate that their grade achievement in P/NP courses is slightly lower than achievement expected in letter graded courses. Helville and Stamm (1967) found that grades of students enrolled in pass-fail courses increased directly in proportion to the number of pass-fail courses the students took, even though the mean academic performance within pass-fail courses was lowered. Gold and Reilly, et al on the other hand, in a 1971 study at Courtland College, using a better controlled experimental design found no compensatory improvement in pass-fail courses, even after students returned to a system of traditional grading. Somehow, taking pass-fail courses had an adverse effect on college achievement--when measured in traditional terms. Sgan (1970) and Quann (1971) also found that students do less well under pass-fail grading. At the University of Washington, Quann found that students who did not differ significantly in GPA initially, were far apart after one group took pass-fail courses. Those in the traditional program received five times as many A's and 50% more B's than pass-fail students. At Brandeis, Sgan discovered that sophomores and juniors received poorer grades under pass-fail than they did under letter grading. These findings can probably best be explained by the differential effect that traditional grading has upon different types of students (Harrington 1971). Helville and Stamm's report that CPA improves and Gold and Reilly's findings that it doesn't improve might be reconciled if allowances were made for the type of student that they were measuring. Vocationally oriented students may well perform better under traditional grading and do less well under pass-fail, whereas the reverse might be true for the "identity seekers" identified by Harrington. We do know that moderate levels of anxiety do improve achievement for sufficiently goal oriented individuals (Osler 1954; Burke 1968). Certainly, additional research is needed on this important point.

One of the common misconceptions is that students who opt for nonpunitive grading are poor academic achievers. Stallings, Wolf, and Moelor (1969) have found that pass-fail students have a higher GPA, carry higher course loads and are no more anxious about tests than a control group of A-F students. Harrington (1971) also found that students with higher GPA use pass-fail courses 1½ times more often than students with low grade point averages.

So far as preparation for class is concerned, Karlins (1969) discovered that students in traditional letter grade courses completed 80% of their lectures, pass-fail students on the other hand reported that they had done 61% of their readings and attended 74% of their lectures. Students at Berkeley report that they do study less in their pass-fail courses, however, significantly, they rated the amount of learning to be the same as in letter graded courses (Harrington 1971). Berkeley students also report that they do not feel their classroom behavior was different in such areas as attendance, participation and the amount of learning.

One set of final observations is worthy of note. Institutions that have evaluated their pass-fail programs have discovered that students do not rush to take advantage of pass-fail grading even where it is available. At Berkeley, although total lower division course enrollments increased slightly from 1968-1970, the number of lower division pass-fail course enrollments decreased from 3937 to 3136, or a drop of 20% (Harrington 1971). This is not true of pass-fail generally since it has risen approximately 20%, however, it does indicate that it is the upper division student that finds pass-fail most attractive. Moreover, the evidence indicates that those selecting pass-fail courses do so so as to have more time for their major (Cromer 1969), or use the extra time to relax in some of their course work (Weems 1971). Finally, as one researcher observed, "most schools do not have major problems with pass-fail grading because they offer it only as a limited option" (Neeham 1970). Only a small number of institutions are run completely on a pass-fail system (at least among the senior institutions); very few students graduate with more than 10% of their grades in pass-fail form (Hofellor 1971, Warren 1971).[7]

---

[7] For a more comprehensive set of questions that should be asked, see: W. M. Stallings, "Pass-Fail Grading Option," School and Society, March 16, 1968.

# NONPUNITIVE

# GRADING PRACTICES AND POLICIES

## PART II

## LEGAL BASIS AND POLICY STATEMENTS ON GRADING STANDARDS

--Overview

--Constitutional Background

--California Statutory Provisions

--*Title 5, California Administrative Code*

--*Peralta Board Policy Manual*

--College Catalogs

## LEGAL BASIS AND POLICY STATEMENTS ON GRADING STANDARDS

### Overview:

Codified administrative law pertaining to academic standards and grading policies is generated at four different governance levels. It is found in (1) those statutory provisions enacted by the California Legislature; (2) rules and implementing administrative regulations promulgated by executive bodies such as the State Board of Education and the Board of Governors of the California Community Colleges; (3) community college district rules and regulations as adopted by the community college boards of trustees; and (4) college policies and guidelines developed by the governmental structure at the campus level and found in the college catalog.

This is an informal attempt to review applicable provisions of law and administrative policy and to analyze the overall formal-legal framework behind grading standards and policies in the Peralta District.[1] The objectives are two-fold: (1) to collect the appropriate Code sections and policy statements and assemble them into one package so that interested parties can conduct their own analysis. (See Appendix II A, B, and C); (2) to identify at least a few of the more obvious legal questions involved and to provide an informal narrative analysis of these issues.

### Constitutional Background:

The ultimate responsibility for setting academic grading standards in the community colleges in California rests with the Legislature. Article 9, Section 14 of the Constitution of California empowers the Legislature, by general law, "to provide for the incorporation and organization of school districts, high school districts and junior college districts...."

### California Statutory Provisions:

The Legislature has provided, as part of the organization, a requirement that "no State funds shall be apportioned to any district on account of the attendance of students enrolled in a community college course unless the course was offered in an educational program and approved by the Board of Governors[2] of the California Community Colleges." (Education Code, Section 25516.5 of Part IV, Division 18.5, Chapter 3, Article 1). That body, hereinafter referred to as the BGCCC, has been charged with the responsibility of "fixing minimum standards entitling districts to receive State aid...." (Education Code, Section 25510). It is further provided that the BGCCC shall establish criteria and standards for graded classes in grades 13 and 14 (EC, Section 25511), and that they shall investigate each community college once a year to insure that the minimum standards have been met (EC, Section 25510.5). Thus, the Legislature has delegated a prescribed degree of authority to a State regulatory agency, but limited its rule-making to establishing minimum standards. The State Board's discretion is further limited by the specific requirements that:[3]

---

[1] Any actual conflicts or questions of law which may be identified should be referred to the Alameda County Counsel. This is not a legal opinion, but only a survey of codified provisions. No attempt has been made to research either common law or constitutional questions which may be involved.

[2] Reference is to the Board of Governors, California Community Colleges (BGCCC) which has succeeded to the duties, powers, purposes, responsibilities, and jurisdiction formerly vested in the State Board of Education. (EC, Section 197). The Board has powers to adopt such rules and regulations, not inconsistent with law as are necessary for its own government and to enable the board to carry out all powers and responsibilities vested in it by law. (EC, Section 193).

1. Any course of study be designed to fit the needs of community college students by offering transfer, vocational and liberal arts courses. (EC Section 25516 and 22651);
2. The minimum requirement for graduation from a two-year community college course of study shall be at least sixty credit hours of work. (EC Section 25517.5);
3. The governing board of each district maintaining a community college shall prescribe requirements for graduation from community college courses. (EC Section 25517).

After setting forth these prescriptions and limitations, the Legislature then mandates that "courses of instruction and educational programs shall be prepared under the direction of the governing board of each community college district." Each district is then required to submit its program to the BGCCC for its approval, with the exception that the local board "shall establish policies for and approve individual courses...without referral to the Board of Governors"(EC Section 25515.5).

Title 5, California Administrative Code:

The Board of Governors of the California Community Colleges (BGCCC) has minimum scholarship standards, as provided for in Education Code, Section 25510, appear in Title 5 of the California Administrative Code (Part VI). The applicable areas are: Division 2, Chapter 4, "Standards of Scholarship," and Chapter 7 or 8, "Degrees and Certificates," and Division 6, Chapter 1, "Course of Study."

—Standards of Scholarship (Division 2, Chapter 4, 7 & 8):

Taken in summary form, it is the local district governing board that shall determine the grading practices to be used by community colleges in California (Title 5, Section 51301). Title 5 requires that grading practices "be based on sound academic principles" and that they in turn shall confirm to two basic standards: (a) credit courses shall be graded, on a grading scale, or (b) they may be evaluated on a credit-no credit (CR/NCR) basis.[4] (Title 5, Section 51301) It is mandated that the grading practice adopted by the local board be published as a part of the college catalog. Title 5 also makes it permissive for the governing board to provide for withdrawal without penalty for students who withdraw from a class before the deadline established by the board. (Title 5, 51301, EC 25510).

---

[3] A general limitation which is indirectly involved is that found in Part I, Division 2, Chapter 1, Article 2, (Section 152) which holds that the board shall adopt rules and regulations not inconsistent with the laws of the State.

The local board is required to adopt credit-no credit probation rules; all other students under a standard grading plan shall be placed on probation if they earn a grade point average below 2.0 in all units attempted. The local board must file a copy with the Chancellor's office of any rules which set forth circumstances that shall warrant exceptions to these standards. (Title 5, Section 51303). The same principle applies to dismissal rules. The minimum requirement set forth is that a regularly graded student be dismissed if earning a grade point average of less than 1.75 in all units attempted in each of three consecutive semesters (5 consecutive quarters). (Title 5, Section 51304).

--Degrees and Certificates

Title 5 regulations governing this area are currently in a state of transition, the old Chapter 7 being phased out and replaced with Chapter 8.[5] Essentially, the local board has the authority to award the AA (Section 51602) or the AS degree (Section 51603). The minimum standard set by the BGCCC is that the student must have "completed from 60-64 semester hours of work in a curriculum which the district accepts towards the degree (as shown by its catalog)" with 12 hours of the required credit hours secured in residence at the community college. (Chapter 7, Section 51602). It is further stipulated that the student must have completed certain specified curriculum requirements.

There are several important distinctions between Chapter 7 and Chapter 8 which can best be summarized be setting them forth in the following comparative table:

| Chapter 7, Division 2 (Pre-September 1, 1971) | Chapter 8, Division 2 (Post September 1, 1973) |
|---|---|
| Section 51610<br>"Satisfactorily completed" means | Section 51621<br>"Satisfactorily completed" defined in |

---

[4] Title 5, Part IV, Division 2, Chapter 4, Section 51302 makes it permissive for a local board to offer credit courses in either or both of two categories (1) courses wherein all students are evaluated on a credit-no credit basis; (2) courses wherein each student may elect on registration or within such time thereafter as the district governing board may determine by rules and regulations whether the basis of his evaluation is to be credit-no credit or a grading scale. See also Section 51308 which requires that the CR/NCR courses be identified in the college catalog.

[5] Chapter 7 (of Division 2, Part VI, Title 5) shall remain in effect until September 1, 1973, when it shall be replaced by Chapter 8. However, a local board may adopt the Chapter 8 standards on or after July 1, 1972 if the board adopted regulations consistent with the provisions of Chapter 8.

| | |
|---|---|
| either credit earned on a credit-no credit basis on a GPA of 2.0 (Grade C on a 5 point scale with zero for an F) or better in 13th and 14th year graded courses in the curriculum upon which the degree is based. | same manner, except there is no reference to a 5 point scale or an "F" grade. |
| 51620[6] | 51623 |
| Governing board of a district maintaining a community college shall confer AA degree upon student in grades 13 and 14 after satisfaction 60-64 hours "in a curriculum which the district accepts toward the degree (as shown by its catalog) with 12 hours of residence." The 60-64 semester hours must include: | The governing board of a community college district shall confer (note difference)[7] AA degree.<br>(no change) |
| (a) 20 hours in a specified field of study; | (a) 18 semester units in a discipline as listed in the community colleges "Classification of Instructional Disciplines;"[8] |
| (b) 3 semester hours in Constitution of U.S., American History, American Institutions, ideals and principles of state and local government... satisfactorily passing an examination on those subjects; | (b) 15 units of general education which shall include at least one course in each of the following areas:<br>(1) Natural Sciences (chemistry, physics, biology;<br>(2) Social Sciences (economics, political science, sociology);<br>(3) Humanities (languages, literature, philosophy, fine arts)<br>(4) Learning skills, oral & written communication, logic, mathematics, & statistics.<br>Students may elect to satisfy partially the general ed. requirements for a baccalaureate degree at the California State Colleges in accordance w/provisions of Sec. 40405 of this title. |
| (c) two semester hours of comm. and personal hygiene; | (c) Ethnic studies courses shall be offered in one or more of the areas listed in subdivision (b). |
| (d) two semester hours in P.E. (120 per week, with exception under EC, 8702); | |
| (e) such requirements in oral and written English as the governing board of district may establish. | |

---

[6] Formerly Title 5, Section 131.7

[7] Query: Is a unified district a community college district?

[8] This would appear to limit the local board to conferring associate of arts degrees in only those disciplines so classified.

| | |
|---|---|
| | The community college may determine which courses satisfy the requirements. |
| Governing board may make exception to residence requirement in hardship cases. | Governing board may make exception to residence requirement in hardship cases. |

There are several summary comments which may be made. In general the new Chapter 8 recognizes a much broader curriculum as being part of the mandatory requirements for an associate in arts or science degree. Most dramatic is the requirement for ethnic studies courses.[9] Also of significance is the elimination of the "F" grade, a specific requirement for courses in the U.S. Constitution, American History, Institutions and Ideals, and the omission of any reference to physical education.[10] The number of majors appears to be limited to only those specified in the "Classification of Instructional Disciplines." (Section 52210, Division 3). The new provisions *permit* the college, rather than the local board, to determine which courses satisfy the requirements. It should also be noted that the new Chapter 8 permits the students to partially satisfy general education requirements for the baccalaureate degree at the California State Colleges.

--Course of Study (Division 6, Chapter 1):

Chapter 6, beginning with Section 55000 of Title 5, defines course as an "organized pattern of instruction," which must meet certain criteria. It must provide credit toward an associate degree, be part of an occupational program or be approved by the local board and acceptable as a transfer course at the University of California or the California State Universities (55001). A graded course is required to meet all of six standards: (1) the content must be organized to meet the requirements of Chapter 7[11] (Degrees & Certificates); (2) it is offered as described in the college catalog, with an accurate description of the course content, with a course outline available at the college; (3) only those students who have met the prerequisites for the course are enrolled; (4) it is subject to the published standards of matriculation, attendance and achievement of the college; (5) enrollees are awarded marks or grades on the basis of methods of evaluation set forth by the college and are subject to the standards of retention set forth in Chapter 4 (Standards of Scholarship); (6) enrollment cannot be repeated except in unusual circumstances and with prior written permission from the district superintendent or his authorized representative.

### Summary:

This review and analysis of the *California Education Code* and the *Administrative Code, Title 5* provisions relating to academic standards in

---

[9] See EC, Section 25516.3 as added by Stat. 1971, Chapter 1245.

[10] See EC, Section 25520 as added by Stat. 1970, Chapter 702.

[11] This should be amended to read Chapter 8 after September 1, 1973.

California community colleges should be augmented by specific reference to the code sections cited where issues arise. It can be stated generally that the Legislature, under the "minimum standards" concept, has delegated grading standards to the Board of Governors of the California Community Colleges. The local districts, however, have the initial legislative authority to determine graduation requirements, set probation, withdrawal, and dismissal practices, and approve all courses. They are restricted, however, to "sound academic principles (undefined) and basic standards as set forth by the BGCCC in Title 5. There are separate provisions in Title for traditionally graded classes and those identified by the local board as "credit-no credit." The local board sets standards for "credit-no credit" courses and is permitted to provide for withdrawal without penalty for students who withdraw from class before the deadline set by the local board. Under Chapter 8, the local district may still forgive a student for any unsatisfactory grades ("F") when computing the GPA, which were completed outside the specific curriculum which the district accepts toward a degree. The practice of local districts eliminating the "F" grade would seem to be supported by the omission of any reference to the five-point grading scale with "F" as zero in the new Title 5, Section 51622 of Chapter 8 of Division 2.[12] The common practice of replacing the lower grade with a better grade when a student repeats a course is apparently in conflict with Section 55002(f) of Title 5, Part IV, Division 6, Chapter 1. This section stipulates that as a course standard, enrollment cannot be repeated except in unusual circumstances and with the prior written permission from the district superintendent.[13]

---

[12] Note, however, that Chapter does not take effect until September 1, 1973, although districts may adopt the new provisions as of July 1, 1972.

[13] A County Counsel's opinion should be obtained on this point.

## The Peralta Colleges

The preceding analysis of the Education Code and applicable Title 5 regulations relating to grading and general academic standards provides a basis for examining the various policies in Peralta that pertain to these issues. In general, there are three broad topic areas which can be identified as:

(1) Standards of Scholarship
(2) Degrees and Certificates
(3) Courses of Study

Board policy on these subjects is contained in the Peralta Board Policy Manual (BPM). Individual campus policies, as well as district-wide policies established by the Board of Trustees are contained in the individual college catalogs. The entire text of relevant sections from each source have been reproduced and appear in Appendix II (B).

## I. BOARD POLICY

### 1. Standards of Scholarship

In accordance with the permissive provisions of Title 5, Section 51302, the Peralta BPM (Section 6.21) authorizes each Peralta College to offer courses in either or both of the following:

(1) Courses wherein all students are evaluated on a credit-no credit basis;

(2) Courses wherein each student may elect on registration or within a reasonable time thereafter, whether the basis of his evaluation is to be a credit-no credit or a letter grade.

In the absence of a specific description in the college catalog, a course is presumed to be offered on a letter grade basis. The Peralta BPM covers each of eight essential elements covered in Division 2, Chapter 8, Title 5, beginning with Section 51300. These include: the choice on CR/NCR, use of a grading scale, publication mandate to colleges, withdrawal procedures, transfer of CR/NCR from other institutions, later conversion of CR/NCR to a letter grade, establishing standards for CR/NCR. Six of these are in the Peralta BPM, Section 6.21, the other two, "establishing standards," and "withdrawal procedures" are dealt with in BPM Section 6.22 and 5.14 respectively.

Peralta BPM, Section 6.22 provides for probation status if a student has no-credit grades in half of the total courses attempted; and dismissal if the no-credit grades exceed three-quarters of total courses attempted. A letter grade student must maintain a 2.0 average in all units attempted during the preceding term or be placed on probation. Dismissal will result if his GPA in each of three consecutive semesters or five consecutive quarters is below 1.75.

Peralta BPM, Section 5.14 requires that each "college publish in its catalog its regulations concerning dropping of classes and withdrawal from college, both official and unofficial." The dates within which students may drop classes and/or withdraw from college, either with or without penalty, will be published in the college calendar.

Peralta BPM, Section 5.20 also deals with "Scholarship and Probation" and requires that each college publish procedures that will insure the implementation of Section 131, Art. 15 of Title 5 (now renumbered as Sections 51303 and 51304).

2. Degrees and Certificates

Peralta BPM, Section 6.20 deals with the "Requirements for Degrees and Certificates." It is modeled after Chapter 7 or Division 2 of Title 5, beginning with Section 51600. In general it requires maintaining a 2.0 GPA on the five point scale (which includes the "F" grade), 12 units in residence at the college, 60 semester hours or 90 quarter hours for the associate degree, 20 semester, 30 quarter hours in a "specified field of study" and meeting all of the U.S. Constitution, personal hygiene, P.E., and English requirements as specified in Title 5.[14] It should be noted that Chapter 7 is to be replaced by Chapter 8 of Division 2 on September 1, 1973. (See the analysis of the two chapters in the preceding section of this document.) There are numerous substantive differences pertaining to authorized majors, curriculum, and course load which will have to be reconciled with the new requirements. The new Chapter 8 requirements omit any reference to physical education, however, EC, Section 25520 does still make it a mandate that "all pupils enrolled in the community college, except pupils excused, shall be required to attend upon the courses of physical education for a minimum of 120 minutes per week." (As amended by Stat. 1970.) A County Counsel's opinion should be obtained to clarify this apparent conflict.

3. Courses of Study

There is no express section in the Peralta BPM dealing with standards for graded courses which parallels Title 5. Many, but not all of the essential elements of Chapter 1, Division 6, beginning with Section 55000 are made express or implied in the other sections of the Peralta BPM already discussed. The most relevent aspect of Chapter 1, Division 6 deals with "standards" for graded courses (Section 55002). These include standards of course content, accurate descriptions in the catalog, course outlines, prerequisite stipulations, published standards of matriculation, attendance and achievement and an express bar against repeating a course except in unusual circumstances. While there is no express Title 5 requirement that these be adopted, it could be implied from the general language establishing local board responsibilities that there should be rules and regulations governing these various practices.

---

[14] Reference is made to EC, Section 8162. This section was enacted by Stat. 1959, Chapter 2 and was repealed when Division 7 (Education Program) of Part 2 was added by Stat. 1968. The mandatory P.E. requirement now appears as Section 25520 of Chapter 3, Article 1 of Division 18.5 of the Education Code, however, the exemption section specifying grounds has been repealed.

## II. COLLEGE POLICIES

The academic standards and grading policies published in the college catalogs of each of the five Peralta Colleges were analyzed and compared with the policy statement in the Peralta BPM. They were also analyzed and compared with one another.

Figure 1(p.21a,b)contains information extracted from the 1972-73 catalogs from College of Alameda, Feather River College, North Peralta Community College, Laney and Merritt Colleges. It would be impossible to compare all aspects of their catalogs in detail, however, seven selected areas of major interest were studied in detail.

### 1. Attendance Policies

Alameda and Feather River are alike in that they both set a college policy providing that a student may be dropped if absences exceed the number of times the class meets in a week. Alameda, however, leaves it up to the instructor whereas Feather River requires that the student be reported to the Dean of Student Personnel Services who has the option to drop. North Peralta, Laney and Merritt leave the decision up to the instructor, but offer suggestions in the catalog for the student to consider.

### 2. Grading Systems

Alameda, Feather River, and North Peralta use the "full spectrum" of grading options which include A, B, C, D, I, W, CR, NCR. Laney uses the A-F, I and W, but have no CR/NCR courses set forth in their catalog. Merritt and North Peralta have all the options of Alameda, Feather River and North Peralta, but have eliminated the "F" (A-D, I, CR, NCR, W) (Page 18-19 Merritt Catalog, 1972-73; Page 19 North Peralta Catalog).

### 3. Credit/No Credit Policy

All campuses except Laney have CR/NCR options. There is considerable variation, however, pertaining to the stipulations and limitations imposed.

#### (a) Open vs Designated Courses

Three of the four campuses with CR/NCR options limit them to courses expressly designated in the college catalog (Alameda, North Peralta, Merritt). Feather River makes it the student's responsibility to check with the individual instructors concerning their grading policies (Page 22 Feather River College Catalog).

#### (b) Number of CR/NCR Per Term:

Three of the four campuses with CR/NCR options limit the student to one such course per term (Alameda, Feather River, North Peralta). Merritt's catalog contains no limitation on the number of courses a student can take per quarter, but cautions students planning to transfer that the number of CR/NCR may be limited by the college to which they may plan to transfer. It suggests that students consult the catalog of the college to which they intend to transfer (Page 20 Merritt College Catalog).

(c) Time Period in Which to Make Choice

Alameda requires that a student must decide if he is to take a course CR/NCR by the end of the fourth week of the quarter. North Peralta gives the student until the end of the sixth week. Feather River and Merritt impose no such time limit in the catalog.

(d) Limitations on CR/NCR Pertaining to Major

Three of the four colleges offering the CR/NCR option exclude the option to courses taken in the student's major (Feather River, North Peralta, Merritt). Alameda's catalog contains no such exclusion statement.

(e) Changing CR/NCR to Letter Grade

Three of the four colleges offering the CR/NCR option state in their catalog that CR/NCR courses may not be changed to a letter grade (Alameda, North Peralta, Merritt). Feather River has no express catalog prohibition concerning this issue.

(f) Prerequisites to Taking CR/NCR Courses

North Peralta imposes a prerequisite of 12 semester units completed with a 2.0 average. There is no such prerequisite imposed by the college catalog in the other colleges. It should be remembered, however, that Feather River requires that students consult with each instructor concerning his grading policies. Thus, the instructor may impose his own prerequisites. North Peralta also stipulates that any student who receives a NCR in two courses is no longer to take CR/NCR courses.

4. Withdrawal Policy

Essentially, all of the Peralta Colleges have a nonpunitive course withdrawal policy. Three of the colleges state in their catalog that a student may drop a course at any time during the semester or quarter. (North Peralta, Laney and Merritt). College of Alameda goes on to indicate that if a student withdraws from a class before the end of the fourth week, there will be no record on the student's transcript. However, if the student withdraws after that date, he receives the "W" grade. Alameda further indicates that the last day for withdrawal is the last day of the final. Thus, Alameda has basically the same policy as North Peralta, Laney and Merritt, but is simply more specific in their catalog. Feather River, on the otherhand, implies that the student will be penalized if he drops after the fifth week of the quarter. The applicable sentence reads: "Classes may be dropped through the fifth week of the quarter without penalty." (Feather River Catalog, Page 21.) This would tend to imply that if the student drops after the fifth week, he will be penalized. The catalog is quite vague on this point.

## 5. Chronic Withdrawal Policy

Alameda, Feather River, North Peralta and Merritt provide that where the number of W's equal or exceed the number of units completed, the student must petition the college for readmission. Laney's catalog contains no reference to any penalties for chronic withdrawals.

## 6. Probation and Dismissal Policies

All of the Peralta Colleges have probation and dismissal policies which are essentially the same. To summarize: A full-time student who has a GPA which falls below 2.0 shall be placed on probation. If the student's GPA falls below 1.75, he shall be dismissed. Laney's catalog uses language that is less definitive. The applicable paragraph reads as follows:

> All students on scholastic probation must maintain a minimum grade point average of 1.75 for all courses taken during the next semester of enrollment (or for the subsequent 12 units if enrolled on a part-time basis) or be subject to dismissal.

## 7. Course Repeat Policy

The general rule among the Peralta Colleges is that students can not repeat any course in which they received a "C" or higher. Laney is the only exception since it permits a student to repeat any course once (Laney Catalog, Page 27). The major differences between the campuses is whether they permit a student to repeat CR/NCR courses in which they received a "CR" grade. All permit repeating a course where a NCR was received, except Laney where this is not an issue since they don't have CR/NCR courses. North Peralta and Merritt include CR courses in the list of courses that can be repeated. Alameda and Feather River exclude CR courses from their list of courses that can be repeated.

Variations on the different Peralta campus policies towards repeating courses can best be compared through the use of a simple chart.

COURSES THAT CAN BE REPEATED
Peralta College Catalogs, 1972-73

| | Alameda | Feather River | North Peralta | Laney | Merritt |
|---|---|---|---|---|---|
| A | | | | X | |
| B | | | | X | |
| C | | | | X | |
| D | X | X | X | X | X |
| F | X | X | N/A* | X | N/A* |
| Inc | X | X | X | X | X |
| NCR | X | X | X | N/A** | X |
| CR | | | X | N/A | X |
| W | X | X | X | X | X |

*Not applicable since Merritt and North Peralta have no "F" grades.
**Not applicable since Laney has no CR/NCR grades.

## COMPARISON OF PUBLISHED ACADEMIC STANDARDS AND GRADING POLICIES

THE PERALTA COLLEGES

(1972-1973 College Catalogs)

| | (1) Attendance Policy | (2) Grading System | (3) CR-NCR Policy | (4) Course "W" Policy | (5) Chronic "W" Policy | (6) Probatn/Dismissal | (7) Course Repeat Policy |
|---|---|---|---|---|---|---|---|
| College of Alameda | Instr may drop if absences exceed number of times class meets in 1 week. | A-F, I, W, CR, NCR. Students receive a W unless they elect to receive an F. | a) Designated courses only;<br>b) Limited to one CR course per qtr;<br>c) Must choose by end 4th week;<br>d) Not limited to major;<br>e) May not change to letter grade;<br>f) Prereq. none. | No record if drop before end of 4th week. W on transcript if drop after 4th week. Drop deadline: last day of final, in writing. | a) where W's = or exceed number of units completed must petition for readmission. | GPA less than 2.0 shall be on probation. GPA less than 1.75 shall be dismissed. | Cannot repeat if C or higher achieved. Can repeat D,F,I, W or NCR. If a D repeated, grade for each attempt counted in GPA. |
| Feather River College | "<br>Dean of S. P. Services may drop. | A-F, I, W, CR, NCR. | a) No stated limitation to college designated courses;<br>b) Limited to 1 CR course per qtr;<br>c) No time period limitation on when to choose CR;<br>d) No CR/NCR in major;<br>e) No catalog prohibition to changing CR to a letter grade;<br>f) Prereq. none. | Classes may be dropped through the 5th week of the qtr w/o penalty. Penalty implied if after the 5th week. | " | " | Cannot repeat if C or higher achieved. Both grades recorded and used for GPA. |
| North Peralta Community College | Up to instr (24) | A-D, I, W, CR, NCR. | a) Designated courses only;<br>b) Limited to one CR course per qtr;<br>c) Must choose by end of 6th week;<br>d) No CR/NCR in major; | May drop a course at any time during qtr. | " | " | Cannot repeat if C or higher. Can repeat W, CR, Inc, D or NCR where repeated first grade will be changed to a W. |

(Continued)

COMPARISON OF PUBLISHED ACADEMIC STANDARDS AND GRADING POLICIES - Continued

|  | (1) Attendance Policy | (2) Grading System | (3) CR-NCR Policy | (4) Course "W" Policy | (5) Chronic "W" Policy | (6) Probatn/Dismissal | (7) Course Repeat Policy |
|---|---|---|---|---|---|---|---|
| North Peralta Community College (Con't) |  |  | e) May not be changed to a letter grade;<br>f) Prereq: complete 12 units with 2.0 GPA. |  |  |  |  |
| Laney College | Up to instr (25) | A-F, I & W. | None. | May drop a course at any time during semester. | None. | GPA less than 2.0 shall be on probation. GPA less than 1.75 shall be subject to dismissal. | May repeat a course once. Both grades recorded, unit credit only for first completion. |
| Merritt College | Up to instr (21) | A-D, I, W, CR, NCR. | a) Designated courses only;<br>b) No catalog limitation number of CR courses;<br>c) No time period limitation on when to choose CR/NCR;<br>d) No CR/NCR in major;<br>e) May not be changed to letter grade;<br>f) Prereq: None in catalog. | May drop a course at any time during qtr. | Where W's equal or exceed number of units completed student must petition for readmission. | GPA less than 2.0 shall be on probation. GPA less than 1.75 shall be dismissed. | May repeat a CR/NCR course for credit. Cannot repeat if C or higher. Can repeat W, CR, Inc, D or NCR. Will change first attempt to W. |

Alameda provides that if a "D" is repeated then the grade for each attempt is counted when computing the GPA. Feather River counts both grades on the GPA for any course that is repeated. North Peralta, Laney and Merritt do not penalize the student at all or his GPA. Laney records both grades, but counts unit credit only on the first attempt; North Peralta and Merritt change the first grade to a "W" and count only the second attempt.

## Summary:

This entire review, taken as a whole has traced the descending line of applicable law and administrative policy as it relates to academic standards in the California community colleges. There are two basic principles which have emerged; (1) state apportionments are tied to a condition precedent that local districts will comply with minimum standards established by the legislature or those set by executive boards or agencies (Title 5, Section 51000); (2) the principle of complying with minimum standards permits delegation of authority for establishing standards.

Taken at the broadest level, the general issue deals with whether the actual standards established at successively lower levels of authority fall within the scope and intent laid down by the "minimum standards" set by the other levels.

Issues which arise out of the relationship of legislative language to Title V provisions have been identified in the preceding sections. The most outstanding conflict appears to be between the Education Code requirement for mandatory physical education courses (EC 25520) and the new Chapter 8 elimination of this requirement from the Title 5 regulations governing "Degrees and Certificates," (beginning with Title 5, Section 51621).

An examination of Peralta's BPM revealed no substantive conflicts in the express language between the standards set forth and those required by Title 5. It should be noted, however, that the Peralta BPM is following the minimum standards for "Degrees and Certificates" under Chapter 7 (beginning with Title 5, Section 51610). As already pointed out, this chapter is to be replaced with Chapter 8 (beginning with Title 5, Section 51621) as of September 1, 1973. There are numerous substantive differences between the two which have already been enumerated. In addition, the Peralta BPM needs to be updated to reflect legislative and Title recodifications or other changes in the codes. These include:

| Peralta BPM Citation | Changes |
|---|---|
| PBPM 5.20; cites Title 5, Sec. 131 | Renumbered as Section 51303 and 51304 |
| PBPM 6.20 cites EC, Sec. 8162 | Repealed by Stat. 1968 upon enactment of Division 7, Part 2 |

While there are no express conflicts between the language of Title 5 and the Peralta BPM, there are several issue areas which arise out of the relationship between the Peralta BPM and the individual campuses. These include possible unauthorized delegations of authority or errors of omission. No attempt shall be made to resolve these questions, however, they deserve to be identified.

## Elimination of the "F" Grade:

North Peralta and Merritt have eliminated the "F" grade from their grading system. Title 5 (Section 51301) provides that the local board shall determine the grading practice used by the college within the confines of stated standards. One of these is that all courses acceptable in fulfillment of the requirements for an associate or baccalaurate degree, a certificate, diploma or license shall be...graded in accordance with the provisions of Section 51302 or Section 51605 or in accordance with a grading scale (Section 51302 deals with CR/NCR courses and Section 51305 deals with credit by examination). A 'grading scale' is defined in Chapter 7 (Section 51601) as a five point scale with zero for an "F" grade. Elimination of the "F" could, therefore, be interpreted as altering the grading practice so as to fall below the minimum standard established by the Board of Governors, California Community Colleges (BGCCC).[15]

## Course Withdrawal Policy:

The critical issue with respect to dropping classes pertains to the penalties which accrue to the student if dropping a course beyond a certain date. The later the date for nonpunitive drops, the more leaway granted the student. The authority for providing for withdrawal without penalty is derived from Title 5, Section 51301(b), the language of which reads:

> The governing board of a district may provide for withdrawal without penalty for students who withdraw from a class before the deadline date established by the governing board.

The Peralta BPM, Section 5.14 provides that:

> Each college will publish in its college catalog its regulations concerning dropping of classes and withdrawal from college, both official and unofficial. The dates within which students may drop classes and/or withdraw from college, either with or without penalty, will be published in the college calendar.

Alameda, North Peralta, Laney and Merritt all permit a student to withdraw from a class at any time during the quarter or semester and receive a "W" grade. It could be implied from a strict interpretation of the language of Title 5 that a deadline date is actually required. This follows from the "without penalty" language, which implies there must also be a penalty involved and that the deadline date is the point in time which differentiates between "without penalty" and with penalty. Hence, if the college permits withdrawal from class at any time during the term there is no differentiating point. A more liberal interpretation might still require that there be a specific deadline date set forth, even if it is literally the last date of the semester or quarter.

---

[15] Since the five point grading scale does not appear in the new Chapter 8 (beginning with Title 5, Section 51621) this issue would be removed if the Peralta Board does not exceed the minimum standards set by the Chapter 8. Chapter 8 can be adopted after July 1, 1972 and will become mandatory on September 1, 1973.

Another potential problem also arises from the Title 5 language which provides that a non-penalty "W" grade can be granted if the student withdraws before "the deadline date established by the board." Technically, the Peralta board has not established a deadline date and has instead delegated this to the colleges. This might be considered as a deadline established by the board through an implied ratification theory...that is, the board has reviewed and accepted the individual deadlines which the colleges have set and thus by remaining silent has ratified their individual "deadlines" and thus accepted them as board policy. However, this interpretation runs squarely against the very express language that requires that the deadline be "established by the board." A more probable interpretation would be that this requires an affirmative act upon the part of the board, even if it was not codified in the Board Policy Manual.

## Probation and Dismissal Policies:

Title 5 (Section 51303 and 51304) sets forth the standards for probation and dismissal. The language is mandatory and specifies that should a student's GPA fall below specified levels (2.0 for probation and 1.75 for dismissal) the student shall be placed on probation/dismissal. The Peralta BPM complies with this mandatory language in its section on "Standards of Scholarship." (Section 6.22). It also requires in Section 5.20 that each college will adopt and publish procedures which will insure implementation of the applicable Title 5 regulations.[16] A review of each of Peralta College catalogs indicates that all except Laney follow the "shall be placed on probation," "shall be dismissed" language. Laney's catalog uses language that is less definitive in its section on dismissal. There, the language reads that a student will be "subject to dismissal," if he doesn't maintain the required grade point average. This, of course, serves what many will argue is a beneficial educational purpose by permitting the college additional discretion when dealing with individual cases. However, in a technical sense, this more permissive language may not meet the minimum standard criteria established by Title 5, Section 51304. In short, being "subject to dismissal" is not the same as being dismissed and implies that there is some middle ground that is not provided for by the mandatory language of Title 5.

## Course Repeat Policy:

The practice of permitting students to repeat courses is common to all of the Peralta Colleges. There is considerable variation as to how the subsequent grade will be counted, whether it will be carried on the transcript, etc. Four of the campuses do not allow repeating courses in which the student received a "C" or better. Laney, however, permits students to repeat any course once. There is an apparent conflict between this stated policy and the language of the Title 5 section dealing with "standards" for graded courses. This section (55002) sets forth six conditions which all must be met. One of these (sub-section f.) provides that: "Enrollment cannot be repeated except in unusual circumstances and with the prior written permission from the district superintendent or his authorized representative or representatives." The "unusual circumstances" requirement is the test. The language of all of the catalogs would appear to be so broad that anyone would qualify to re-take a course, regardless of the circumstances and without discrimination. A very probable interpretation of the applicable Title V section would undoubtedly require that there be some form of limitation upon those eligible to repeat courses. The limitation appears to be directed at all courses. Drawing a line as to the letter grade received in the course will more than likely be considered an inadequate limitation.

---

[16] The Peralta BPM cites Title 5, Article 15, Section 131, however, this section has been renumbered as Title 5, Sections 51303 and 51304.

# NONPUNITIVE
# GRADING PRACTICES AND POLICIES

## PART III

## GRADE DISTRIBUTIONS AND COURSE WITHDRAWAL FREQUENCIES

--Overview

--Limitations

--Grade Distribution Comparisons

  a. Institutional Patterns

  b. Departmental Patterns

--Summary

--Peralta Course Withdrawal Frequencies

--Summary, Analysis and Comment

## GRADE DISTRIBUTIONS AND COURSE WITHDRAWAL FREQUENCIES

### Overview:

The object of this portion of this three-part study is to provide a descriptive account of grade distributions and course withdrawal frequencies for Alameda, Feather River, Laney, Merritt and North Peralta Colleges. While the primary emphasis is upon data relating to the five Peralta Colleges, an effort has been made to make descriptive comparisons with similar and comparable secondary information available from:[1]

-- A study of grade distributions in all of the California community colleges completed by the Junior College Bureau, State Department of Education in 1967.

-- The results of a survey of grade distributions in twenty-seven Northern California community colleges for the spring of 1972, compiled by Paul Becker at Columbia Community College.

-- A summary of grade distributions for the California State University and colleges for the spring quarter/semester, 1971.

-- A summary of grade distributions for the nine campuses of the University of California covering fall 1962 through fall 1969.

The information assembled here has been analyzed and presented in as objective a fashion as possible. However, there are inherent pitfalls involved when attempts are made to deal in statistical data. Before presenting the data therefore, a word is in order concerning the limitations that should be recognized.

### Limitations:

There are basically two kinds of limitations which detract from the research validity and associated planning value of this phase of the study.

1. Many of the more important and more substantive questions can not be answered in a limited study using only grade distributions as the basic source of the data.

2. Collecting the appropriate information requires far more planning and lead-time than was available.

Research of this kind, because it uses objective data and employs computers, graphs and diagrams, is sometimes taken as coming closer to the "truth" than is actually warranted. In the final analysis, empirical research involves the art of generalization. It is totally dependent upon the availability and researchable nature of the data collected. Obviously, some kinds of information simply do not lend themselves well to objective collection and analysis. The strength of the empirical approach lies in minimizing the vagaries of human judgment through the use of sophisticated statistical analysis. This requires a great deal more than a descriptive survey can really offer. Therefore, the final report will include a great many basic documents included in the APPENDIX so that those interested can study the data presented and perhaps draw their own conclusions, make comparisons and suggest ways in which future studies can be improved. Prior planning is really the essential ingredient since it is this process which predetermines the kinds of information which will be available for future analysis.

---

[1] The Peralta data was collected by Mr. Scott Baldwin and his staff in the Data Processing Department of the Peralta District Office. The basic information was obtained from the Registrars and the Student Personnel offices on the various campuses, key punched and processed through the Peralta IBM 370-135 computer.

Taken as a whole, however, the most severe limitations imposed by a lack of data are restricted to the analytical dimensions of the problem. There is still a great deal of basic descriptive data that can be of value if it is used with the aforementioned qualifications in mind.

## Grade Distribution Comparisons:

### a. Institutional Patterns

In the spring of 1972, there were 82,782 total course enrollments for all five of the Peralta Colleges. Each campus compiled computerized statistical data pertaining to the grade distributions by department. The composite of this information indicates that of the total course enrollment (N=82,782), 25% of the students enrolled district-wide were awarded "A" grades; 23% received "B's," 14% received "C's," 2% received "D's," .00% received "F's." A total of 29% of the original course enrollment total received "W's." Incompletes represent 4% of all grades awarded. There were .00% NCR's (No Credit grades) with Cr's (Credit grades), accounting for 1% of the total. These figures represent the percentage intervals in which the median fell for all five campuses. The median was used as the measure of central tendency because it is not affected by the size of the N for the various frequencies.[2] The range among the five campuses ran from a low of 19% A's given at Laney College to a high of 27% A's given in all courses at Alameda. There is a much larger range between the W grades. Feather River College gave the lowest number, (27%) and Laney the highest (45%). Alameda and Merritt both gave 29% W grades and North Peralta gave 32%. A more complete breakdown of the data for overall grade distributions by campus and for the district as a whole appears in Figure 1 (see page 28).

An examination of the percentage of grades awarded in the different grade categories, suggests something about the curve of the distribution. Because the distribution is on an ordinal scale this can best be represented through the use of bar charts. As can clearly be seen in Figure 2 (see page 28), all colleges, except for Merritt gave more A grades than B grades and more B grades than C grades.

---

[2] If averaging the percentages, the mean for all A grades is 21.9 and 3.7.0 for W's. Note, however, that course enrollments range from a low at FRC of 2,626 to 41,719 at Laney. The sizeable differences in course enrollments weight the mean and consequently badly skews any results based upon averages. See APPENDIX III(A) for a comparison of mean and median scores.

**Percent Grade Distributions by College**
**Spring 1972**

| | COLLEGE | ALAMEDA | F R C | NO. PERALTA | LANEY | MERRITT | ALL PERALTA (Med. Score) |
|---|---|---|---|---|---|---|---|
| | Number | 11,884 | 2,627 | 5,092 | 41,719 | 21,453 | 82,782 |
| Summary District | A | 27% | 25% | 25% | 19% | 23% | 25% |
| | B | 23 | 20 | 24 | 18 | 24 | 23 |
| | C | 14 | 15 | 13 | 13 | 15 | 14 |
| G | D | 2 | 3 | 1 | 2 | 2 | .02 |
| R | F | 0 | 1 | 0 | 0 | 0 | .00 |
| A | I | 4 | 2 | 4 | 3 | 4 | .04 |
| D | W | 29 | 27 | 32 | 45 | 29 | 29 |
| E | NCR | 0 | 2 | 0 | 0 | 1 | .00 |
| | CR | 1 | 2 | 0 | 0 | 2 | .01 |
| | NG | 0 | 3 | 1 | 0 | 0 | .00 |

Fig 1

Percent Grade Distributions
DISTRICT AND CAMPUS COMPARISONS
Spring 1972

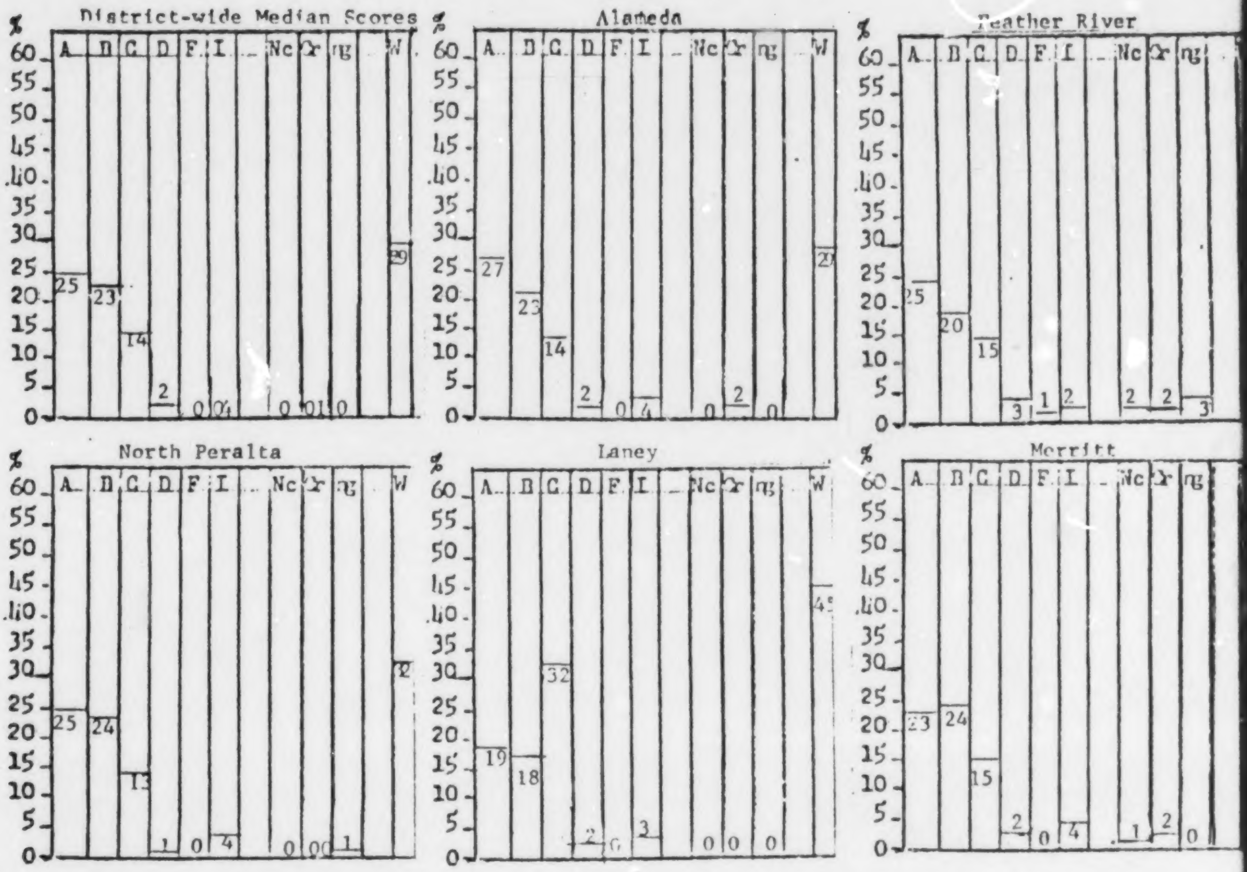


Fig 2

Merritt is the exception by only one percentage point in that 23% of the total course enrollment received A's whereas 24% of the total course enrollment received B's. The composite district-wide picture conforms to the generalization, e.g., 25% of the total enrollment received A's, 23% B's, 14% C's and 2% D's.

Obviously, there are two rather basic questions which come to mind when examining a grade distribution where there are more A's awarded than B's or C's. The first, how does this kind of curve compare with grading patterns historically? The second, what do other California college grade distributions look like today? While it is not possible to do a linear comparison over several successive years we are fortunate to have 1967 data collected by Carl G. Winter and Kenneth Wood in the old Bureau of Junior College General Education, State Department of Education. Reporting on a 100% response, (N=76), from all public community colleges in California at that time, we find that the grade distribution for the spring term 1967, was the reverse of Peralta's grade distribution today. Of the total course enrollments in all 76 institutions reporting, 16% received A's, 28% received B's, 36% C's, 10% D's and 6% received F's. A total of 18.6% of those students who enrolled received W grades. The Figure 3 diagram (see pg. 30) compares the spring 1967 grade distributions for all California community colleges with the Peralta grade distributions for the spring semester/quarter 1972.[3]

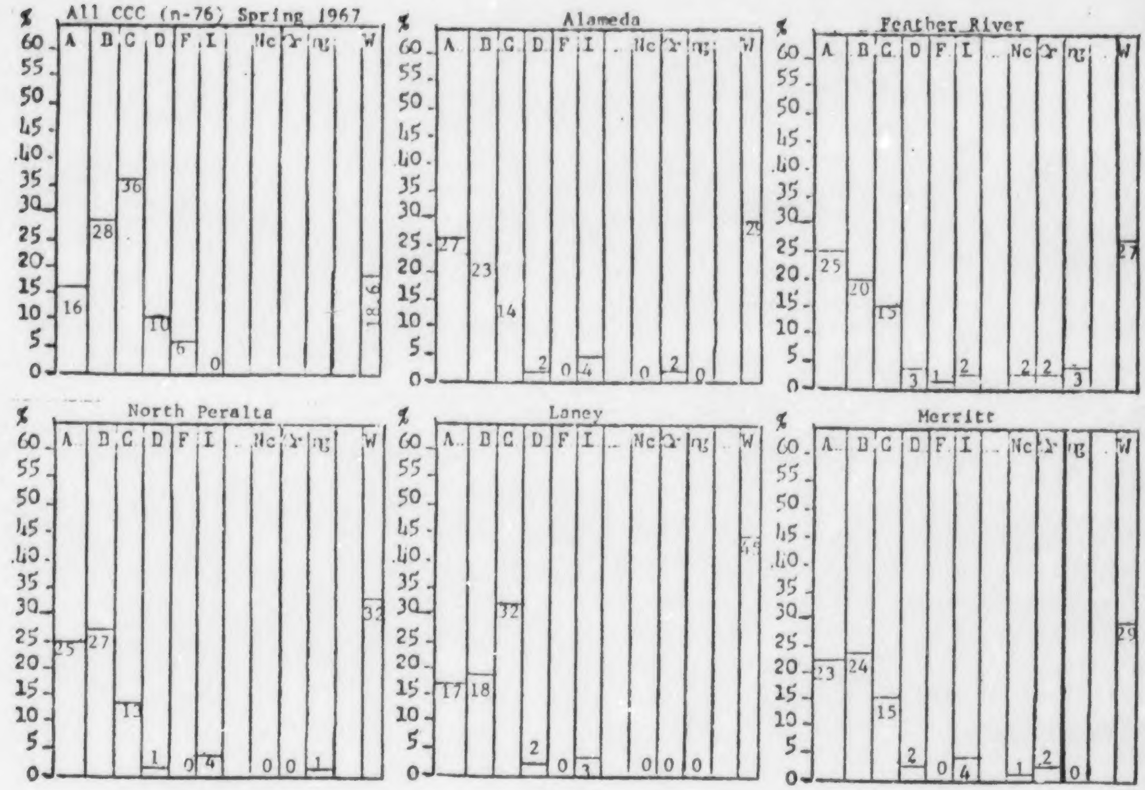
The most apparent characteristics of the 1967 distribution are that they conform to the so-called "normal distribution" (with C's representing the highest frequency) and display a marked difference between the intervals. For the Peralta District as a whole, there is only a two percentage point difference between the number of A's awarded and the number of B's, with the number of A's outnumbering the B's. In 1967, there was a 12 percentage point difference between the A's and B's with the number of B's outnumbering the A's. There is a corresponding 8-point difference between the C's and B's and a 36 point difference between the C's and D's. It can be observed, therefore, that there is a significant difference between the Peralta distributions for spring of 1972 and the state-wide distributions for spring 1967 and that this difference is of two kinds: (1) the normal curve has been reversed for Peralta in 1972 and (2) the percentage differences between the grade intervals is markedly less in 1972 for Peralta than for the state in 1967.

Unfortunately, the Chancellor's Office of the Board of Governors for the California Community Colleges has not followed up on the studies that were conducted by the old Junior College Bureau. Therefore, we do not have current state-wide data with which to compare the results of the 1967 Winter and Wood study. Fortunately however, Paul K. Becker, Dean of Student Services at Columbia Community College has compiled grade distribution data on 27 Northern California community colleges for the spring of 1972. Becker (1972) has discovered that while the normal bell shaped curve is still in effect for the 27 colleges surveyed, the percentage differences between the grade intervals is no more than 4 to 5 points (as compared with 8 to 12 in 1967) however, the B grade now represents

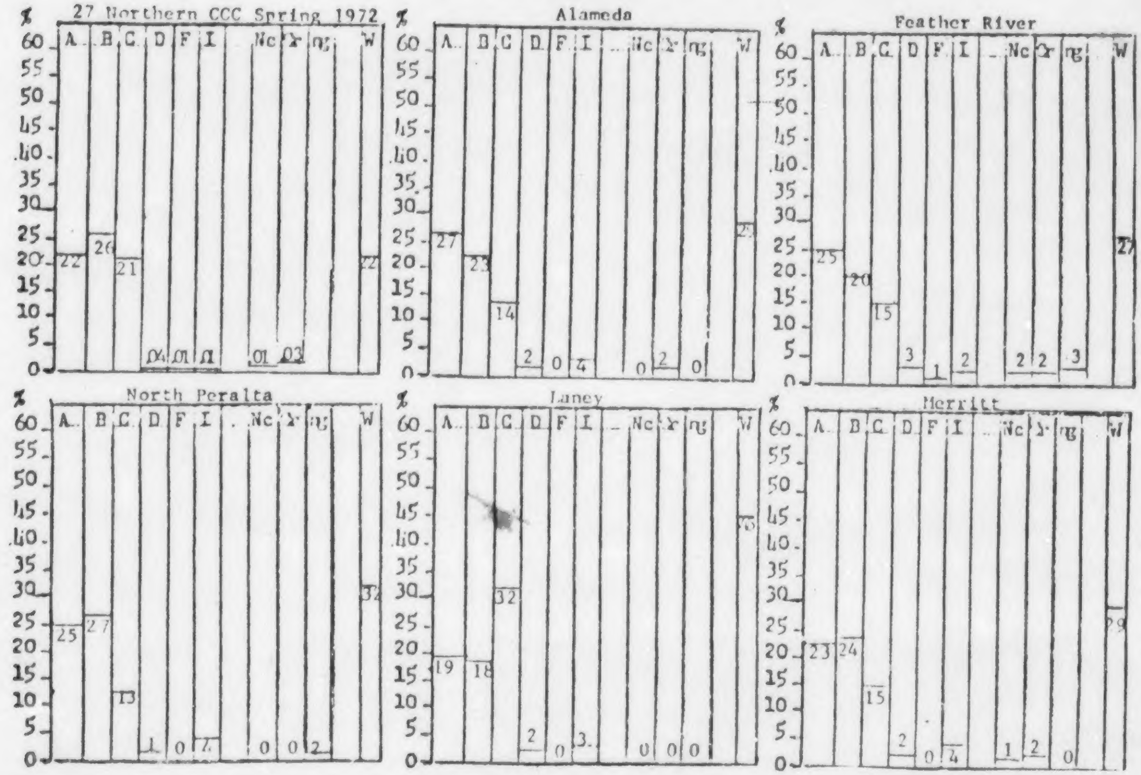
---

[3] See APPENDIX III(B) for a breakdown of the 1967, Winter/Wood Study by academic departments.

PERALTA COLLEGES AND ALL CALIFORNIA
COMMUNITY COLLEGES
Spring 1967



Percent Grade Distributions
PERALTA AND NORTHERN CALIFORNIA CAMPUSES
Spring 1972



the top of the curve and tapers only gradually towards the A and the C. Of the total course enrollment for the 27 North California colleges reporting[4] 22% gave A grades, 26% B grades and 21% the C grade. There were 4% D's, 1% F's, 1% NCR and a total of 3% CR grades. The composite (median) of the 27 colleges for the W was 22%.

Comparative distributions for the five Peralta colleges with the 27 colleges surveyed by Becker (1972) appear in the charts marked Figure 4 found on page 30.

The preceding gives us some basis for comparison of Peralta's grade distributions with other California community colleges. In addition, there may be some interest in comparing Peralta with other public four year institutions. While current data were not available at the time of this survey it was possible to obtain fairly recent information on this question from both the nineteen campus State University and Colleges system (SU&C) and from the nine campus system of the University of California (UC).

According to information obtained from the Chancellor's Office of the California University and Colleges,[5] 30% of the total lower-division grades awarded on all of the nineteen campuses (spring 1971) were A's, 37.3% B's, 25.7% C's, 4.6% D's, .00% NC and 1.1% CR grades. The SU&C system reports a 5.8 W rate. As in the case of the 27 Northern California community colleges studied by Becker (1972), the SU&C data conforms to the so-called "normal distribution," and like the Becker data, the B's represent the high point of the curve. The essential difference is that there is a slightly greater distance between the interval points. On the composite (median) for the community colleges studied, the difference between the A's and the B's was only 4 points. For the SU&C data the difference is 7.3. There is only a 5 point difference between the B's and C's for the community colleges and an 11.6 difference for the SU&C. The number of D grades given in both systems is very similar, with the community colleges awarding 4% and the SU&C's awarding 4.6. A total of 1% of the grades were F's for the community colleges and 2.4 for the SU&C. The community colleges gave 3% CR grades and the SU&C 1.1. The most dramatic difference is between the W grades, the community colleges giving a composite of 22% and the state colleges only 5.8%.

Data is also available from the nine campuses of the University of California. The most recent available data is from the fall of 1969.[6] As can be seen in Figure 5, (page 32) the composite distribution, university-wide, has "bell-shaped" distribution with the B's at the top of the curve. There is a 9.6 point spread between the A's and B's and a 6.3

---

[4] See APPENDIX III(C)for a list of the colleges with individual percentage distributions.

[5] See APPENDIX III(D) for a more complete report on the data from all campuses in the State University and College system.

[6] Obtained from Lyle Gainsley, Office of Articulation, University of California, Berkeley. See APPENDIX for summary of lower-division grade distribution from 1962-1969. See also the publication of the Office of Institutional Research, "A Report on Scholarship Grades - University of California, Berkeley," October 1970.

## COMPARISONS OF PERCENT GRADE DISTRIBUTIONS
## The Peralta Colleges and Undergraduate Courses in the California State Colleges and University and the University of California

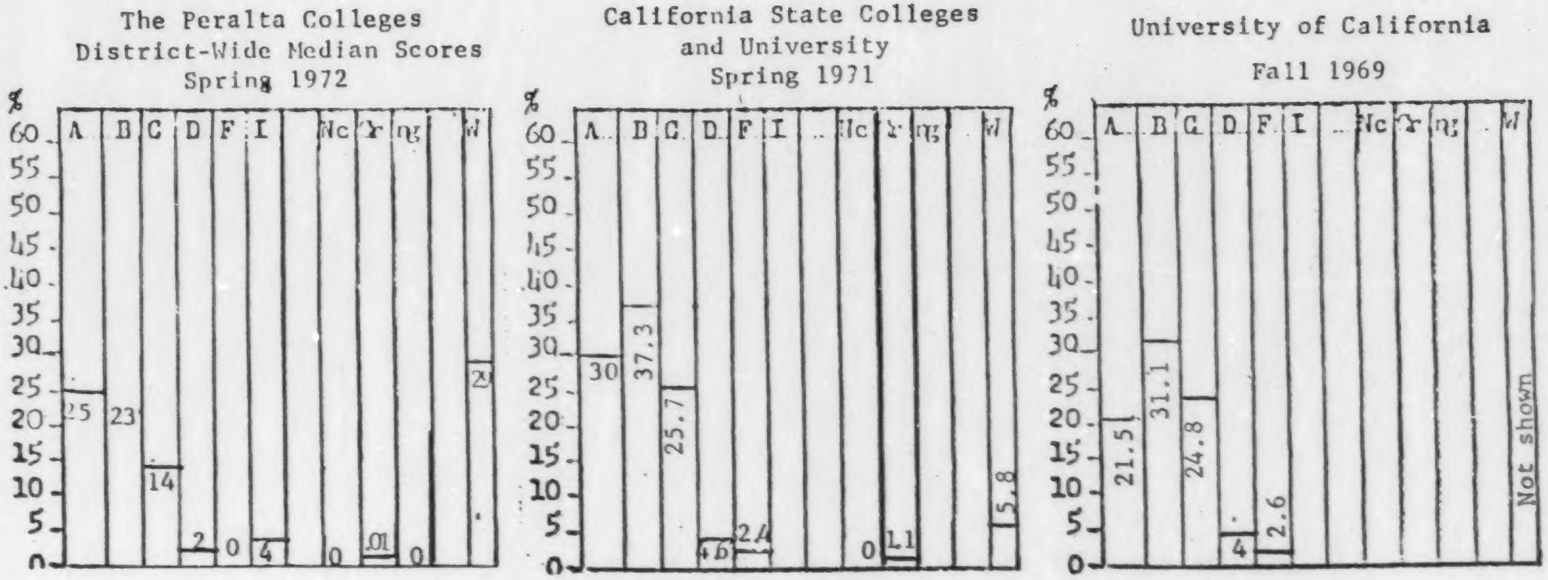


Fig. 5

point difference between the B's and C's. Overall, 21.5 of the grades awarded were A's, 31.1% B's, 24.8% C's, 4% D's and 2.6 F's. No data was available on the UC withdrawal rates, however, it is estimated by one reliable source that the withdrawal rate between the 2nd and 6th week is less than 1% of total course enrollment. A withdrawal after the cut-off date, the sixth week, would be recorded as a W-F.[7]

It should be noted that Peralta awards a smaller percentage of A's, overall, than the State University and Colleges system, and only slightly more than the University of California. (25% as opposed to 21.5%) Peralta awards fewer B's than both of the other systems, (23% Peralta, 37.3% SU&C and 31.1 UC) and fewer C grades than the other, (14 Peralta, 25.7 SU&C and 24.8 UC). The percentage of D and F grades issued for all three groups are very comparable. Peralta gave 2% D's, SU&C 4.6 and UC 4%. For the F grades, Peralta gave .00%, SU&C 2.4 and UC 2.6.

The process of comparing the percentage of grades awarded by grade category, A's, B's and C's etc. leads to one of the most striking observations that can be made when describing and comparing the grade distributions as between the different institutions. When presenting the comparisons between the 1972 Peralta grade distributions and those reported in 1967 by Winter and Wood (pertaining to the entire population of course enrollments in all California community colleges) notice was taken of two primary characteristics: (1) the inverse curve in Peralta today, i.e., more A's than B's and a larger percentage of B's than C's; (2) a greater distance in percentage points between the grade intervals in 1967 than in Peralta's 1972 distributions. (16% A's, 28% B's in 1967; 25% A's, 23% B's in 1972.) This finding implies and is suggestive of the general conclusions often found in recent grade distribution studies that there has been a marked rise in grade point average in the last decade.[8] Although actual institutional overall GPA's were not available, for either Peralta (1972) for the Winter and Wood data (1967) it was possible to do a theoretical comparison by assuming that all courses were for one unit and simply multiply out the GPA for the total course enrollments. Using this method, the GPA for all California community college course enrollments in 1967 was 2.54. The GPA for Peralta in the spring of 1972 was 3.0. This is an interesting and significant finding in itself, and conforms to the general understanding associated with grade distributions studies. However, a much different picture emerges when the same facts are looked at in a slightly different manner. Taking a traditional stance, it is generally assumed that since a larger percentage of people are getting A's and B's than ever before, and since the overall, all institutional grade point average has risen significantly, then "obviously," more people are making it through the institutions with better and better grades. The corollary to this assumption is that grading standards, rather than student performance accounts for the changes noted. However, taking a non-traditional stance, that is not looking at only grade distributions and GPA, but instead at total percentages of students receiving A's, B's and C's, or just A's and B's, the data reveals that fewer people today are completing courses in all these categories than in 1967. According to the Winter and Wood report, 80% of all course enrollments resulted in the A, B, or C grade. That figure in Peralta, as of spring 1972, was only 62%. Becker (1972) who studied grade distributions in 27 Northern California community colleges reports data that when looked at in this manner indicated that 69% of the course enrollments in his sample resulted in the A, B, or C grade. The comparable figure for the State University and Colleges is 93.0%, and for the University of California, 77.4%. When looking at just the A and B grades together, the total awarded in these categories in 1967 for all California community colleges was 44%. Peralta's total for these categories was 48% and the Becker data indicated that the Northern California total was identical, or 48%.

---

[7] Ibid.

[8] Buren, Roy, Office of Institutional Research, San Francisco State College, "Institutional Research Notes," March 1971, a report of a national survey of grading practices in 435 colleges and universities. Buren found that the undergraduate GPA rose significantly from 2.4 in 1960 to 2.56 in 1969.

A more specific breakdown for all of these figures can be more readily seen through the use of the information contained in Figure 6 below.

PERCENTAGE COMPARISONS BY GRADE CATEGORY

| Peralta (1972) | All CCC (1967) | 27 NCCC (1972) | GRADES | SU&C (1971) | UC (1969) |
|---|---|---|---|---|---|
| 25% | 16% | 22% | A | 30% | 21.5% |
| 23 | 28 | 26 | B | 37.3 | 31.1 |
| 14 | 36 | 21 | C | 25.7 | 24.8 |
| 62% | 80% | 69% | | 93.0% | 77.4% |
| 25 | 16 | 22 | A | 30 | 21.5 |
| 23 | 28 | 26 | B | 37.3 | 31.1 |
| 48% | 44% | 48% | | 67.3% | 52.6% |

Fig. 6

At least part of the explanation begins to emerge when one looks at differences in just one set of percentages in Figure 6. Compare for example, the difference between the percentage of C;s in the 1967 Winter and Wood data with those in Peralta in 1972, (36% 1967 vs. 14% 1972). This difference of 22 percentage points can not be accounted for elsewhere in the A, B, and C distribution. Note that the percentage of B's is fairly similar (28% 1967 and 23% 1972) with the difference between the A's being the more significant, (16% 1967 and 25% 1972). However, the difference in the A's accounts for only 9 percentage points, and the C's account for only 5. This leaves a balance of 8 percentage points unaccounted for. If looking at this as 8% of the total N, this translates into 48,426 course enrollments for the Winter/Wood data (8 X 605,327) and 2,861 for Peralta in 1972 (8 X 35,773). In 1967, the D's accounted for 10% of the total course enrollment (80,447 out of 906,279), however, using the Peralta data, the D's amount to only 2% of the total course enrollments. As previously noted, the percentage of NCR grades in Peralta is approximately 1%. Obviously therefore, the "lost eight" are not being picked up in these categories. What has happened of course, is that they have dropped from the picture, literally, by taking W grades. What is significant about this finding, assuming that Peralta is fairly representative, is that the widely noted and marked increase in W grades (29% for Peralta) is not all coming from the D and F range. A significant proportion are students who would otherwise have taken C, or possibly even B grades. Another way to calculate the impact that this phenomenon is having upon course completions is to multiply out the difference between the 62% taking A, B and C grades in 1972 and the 80% taking these grades in 1967. That difference of 18% amounts to 103,958 course enrollments statewide, had current grading practices been in effect in 1967. For Peralta the difference amounts to 6,439 course enrollments (out of 35,773 A, B, and C grades).

In summary, whereas the GPA has risen significantly since a 1967 state-wide study, with a larger percentage of students today receiving A grades than B's, and a larger percentage of B's than C's, the overall percentage of students receiving the passing grades, (grades that are transferable to upper division institutions, A, B, and C's) is significantly smaller than in 1967. Moreover, the percentage of students receiving transferable grades in Peralta is significantly lower than those 27 Northern California community colleges studied by Becker, (62% vs. 69%) and remarkably lower than lower division distributions for the State University and Colleges (62% vs. 93%) and the University of California (62% vs. 77.4%).

### b. Departmental Patterns[9]

Grade distributions for all A and B grades have been computed for all 263 departments in the five Peralta colleges. The number of departments for each campus is as follows:

| Campus | Number of Departments |
|---|---|
| Alameda | 37 |
| Feather River | 28 |
| North Peralta | 48 |
| Laney | 72 |
| Merritt | 78 |

At College of Alameda, (n=37), the percentage of A grades awarded by department ranged from a low of 10% A's to a high of 49% A grades. There were only two departments which gave only 10% A's and only four that gave between 40 and 49% A grades. The largest number by far (the mode), or a total of 15 departments (40.54%) gave between 20 and 29% A grades. The next largest grouping was in the 10-19% category of A grades awarded, or 11 of the 37 departments (29.72%). When these two largest departmental frequencies are combined, it can be observed that 26, or 70.26% of the departments gave between 10 and 29% A grades. See Figure 7. (next page)

---

[9] See APPENDIX III (F), for a composite chart of all 263 academic departments reflecting grade distributions in all grading categories for spring 1972. These are arranged so that comparisons can be made between similar departments in all of the five Peralta Colleges. Although appearing in the appendix, this collection of information represents one of the more important aspects of the project. It is intended to enable all interested parties to find specific comparative grade distribution data. The general text of the report will have to deal with the more generalized patterns and distributions and therefore may not always provide the specific information that the reader desires. APPENDIX III(F) is intended to remedy this problem as much as possible.

The distribution of B grades among the 37 Alameda departments is very similar to the distribution of A grades. Eighteen, or 48.64 of the total departments gave between 20 and 29% B grades. The next largest number of departments (9 = 24.32%) gave between 10 and 19% B grades. Eight of the departments gave between 30 and 39% B's and only one department gave between 40 and 49% B's. See Figure 8. (next page)

At Feather River College, 11 of the 28 departments (39.28%) canceled between 20 and 29% A grades during the spring quarter, 1972. Five departments (17.85% gave between 30 and 39% A's and another five gave between 10 and 19% A grades. One department gave between 40 and 49% A's and three departments gave between 0 and 9% A's. See Figure 9. (see page 38)

Nine of the departments (32.14%) awarded between 20-29% B's and next largest number (7 = 25%) gave between 10-19% in this category. Two departments (7.14%) gave between 40-49% B's, five (17.85%) gave between 30-39% and three (10.71%) between 0-9% B grades for the spring 1972. See Figure 10. (page 38)

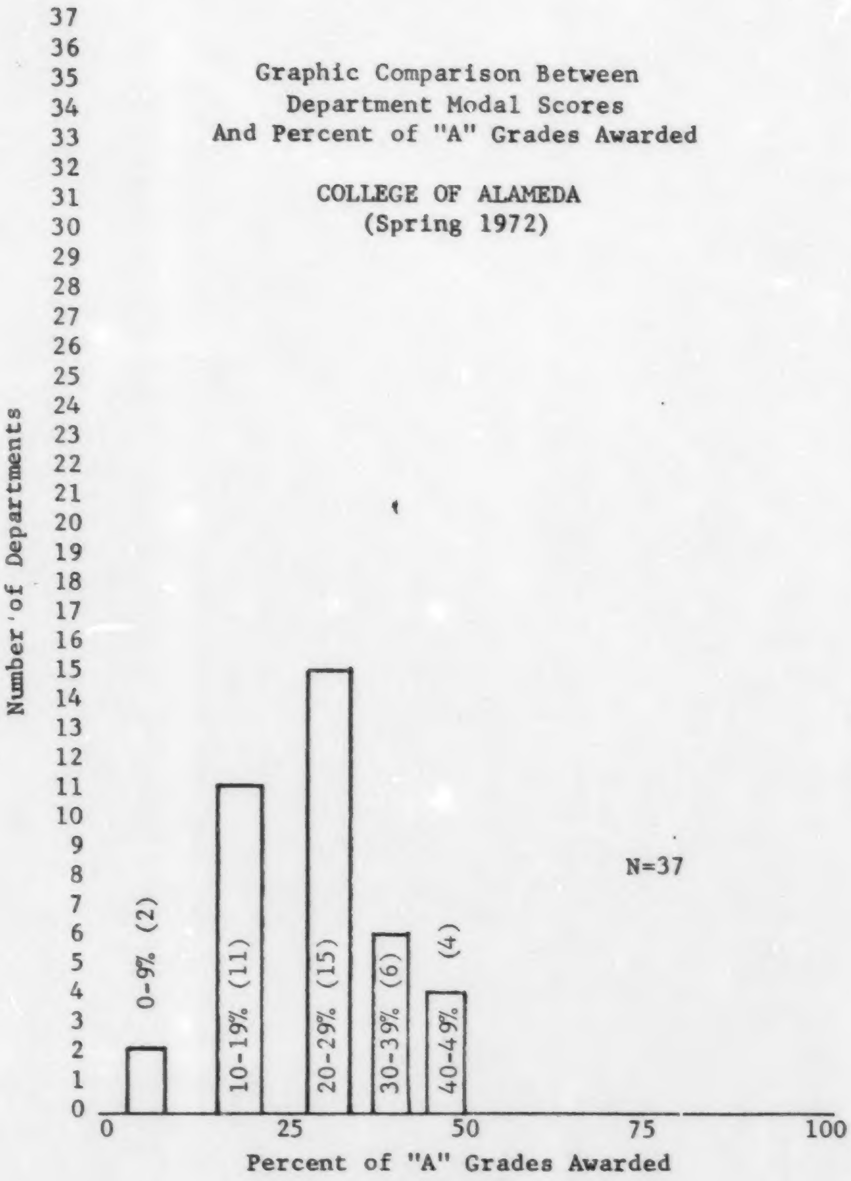
The percentage distributions of grades by department at North Peralta for the spring quarter 1972 are as follows: twenty of the 48 departments (41.66%) gave between 20-29% of A grades, 10 departments (20.83%) between 10-19%, 9 (18.75%) between 10-19%. One department (2.08%) awarded between 60-69% A's, and one (2.08%) between 50-59%. At the other end of the scale, four departments (8.33%) gave between 0-9% A grades. See Figure 11. (page 39)

The mode for the distribution of B grades was 20 departments, or 41.66% which awarded between 10-19% of their grades in this category. The next largest number (11 = 22%) gave between 20-29% B's and 7 (14.8%) gave between 30-39%. Four departments (8.33%) gave between 40-49% and two (4.16%) between 50-59% B's. Two departments (4.16%) awarded 0-9% B's. See Figure 12. (page 39)

Laney College had 30 departments (41.66%) which awarded between 10-19% A's, another 20 departments (27.77%) which gave between 20-29% A's. One department (1.38%) gave 50-59% A grades, one more (1.38%) 40-49% and seven (9.72%) between 30-39%. Ten departments awarded 0-9% A grades at Laney. See Figure 13. (page 40)

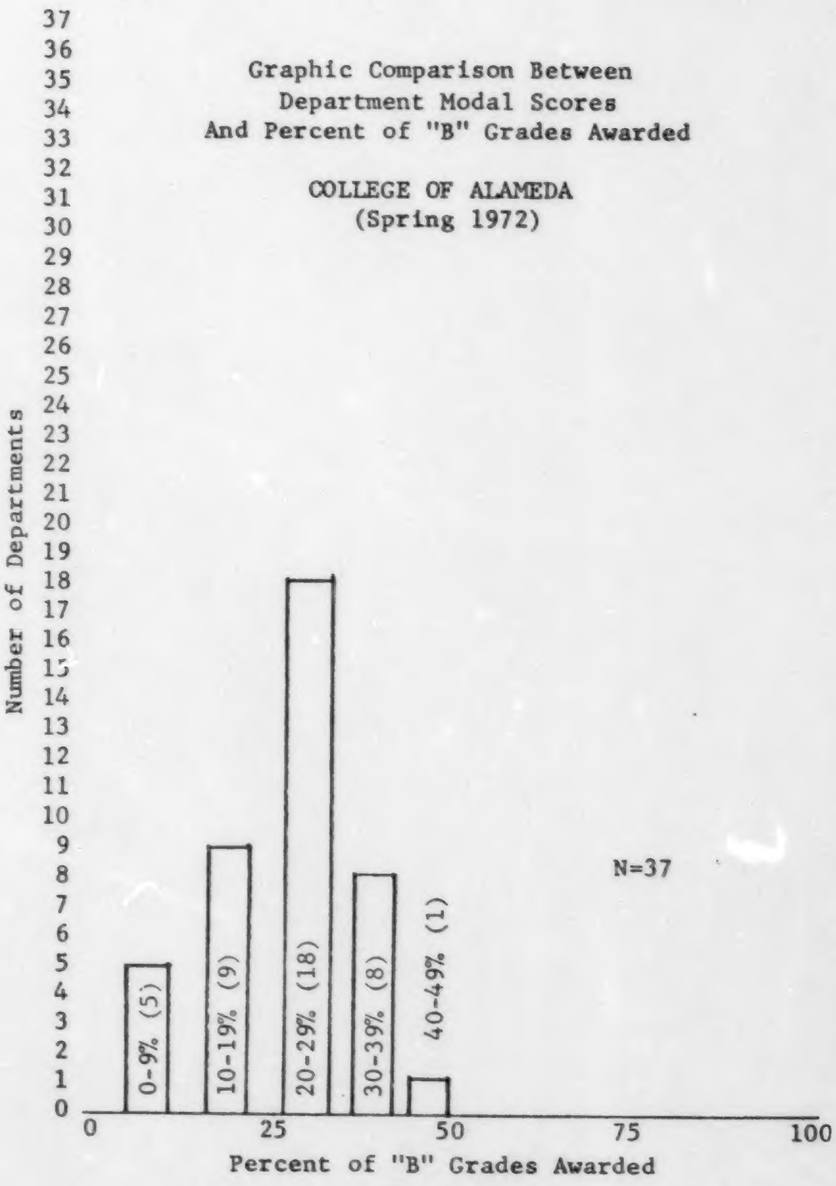
The largest number of departments (37 = 51.38%) gave between 10-19% B's. Another 21, (29.16%) gave between 20-29% B's. Five departments (6.94%) gave 30-39% and 4 (5.55%) 0-9% B's. See Figure 14. (page 40)

Merritt College had 22 departments (28.20%) which awarded between 10-19% A's. A few less (19 = 24.35%) which gave between 20-29% A's, and then


Graphic Comparison Between
Department Modal Scores
And Percent of "A" Grades Awarded

COLLEGE OF ALAMEDA
(Spring 1972)

Fig 7


Graphic Comparison Between
Department Modal Scores
And Percent of "B" Grades Awarded

COLLEGE OF ALAMEDA
(Spring 1972)

Fig 8

**Graphic Comparison Between**
**Department Modal Scores**
**And Percent of "A" Grades Awarded**

FEATHER RIVER COLLEGE
(Spring 1972)

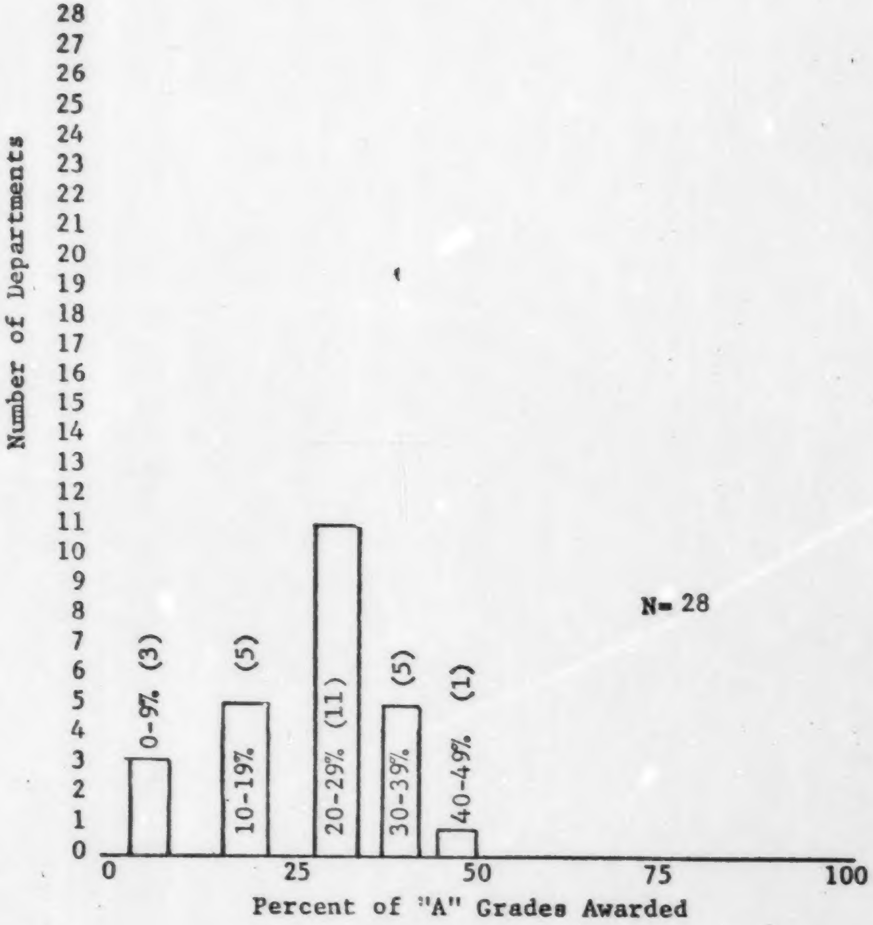


Fig 9

**Graphic Comparison Between**
**Department Modal Scores**
**And Percent of "B" Grades Awarded**

FEATHER RIVER COLLEGE
(Spring 1972)

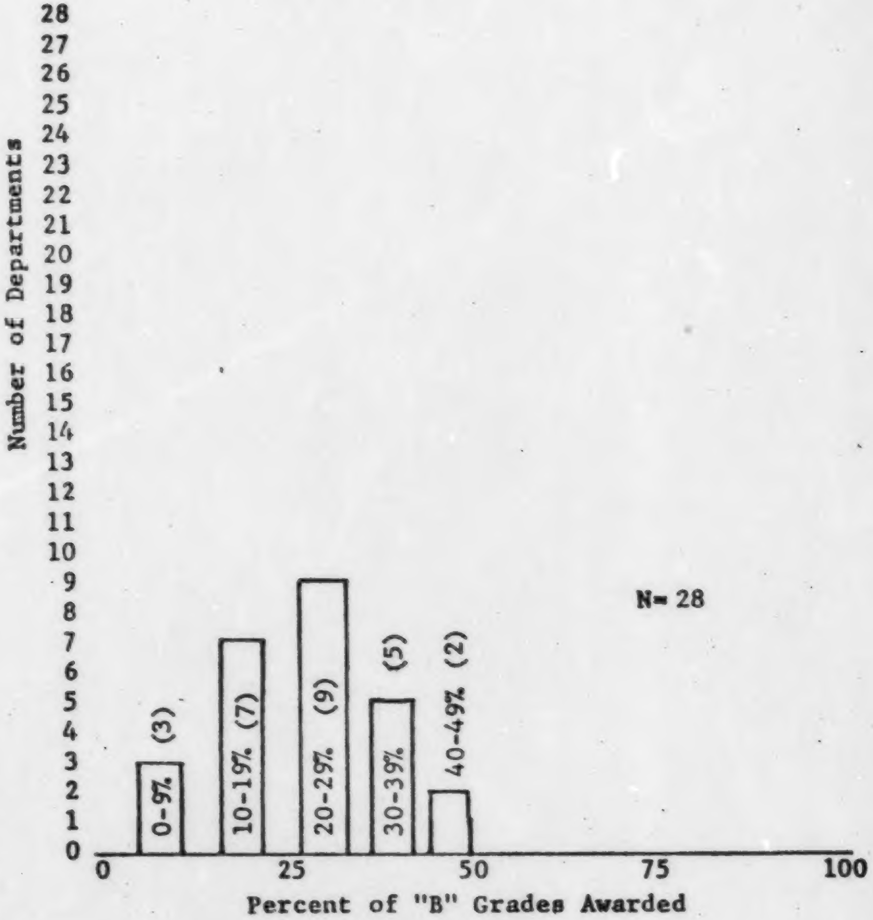


Fig 10

Graphic Comparison Between
Department Modal Scores
And Percent of "A" Grades Awarded

NORTH PERALTA COMMUNITY COLLEGE
(Spring 1972)

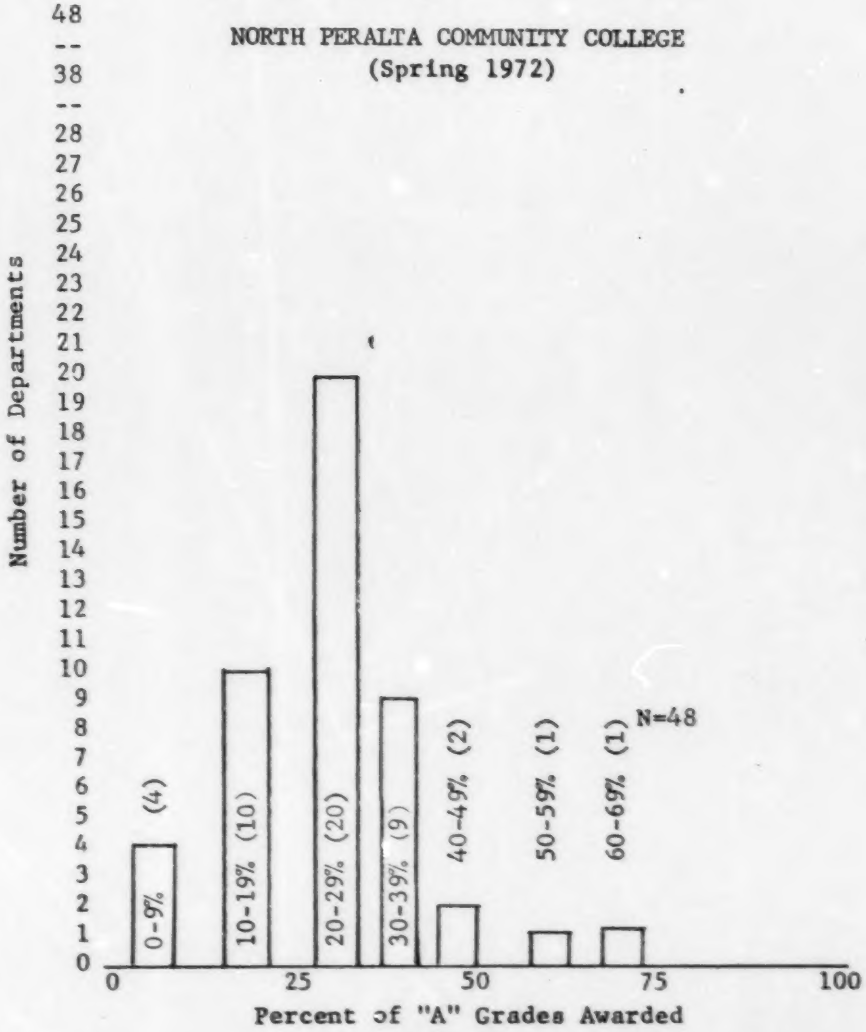


Fig 11

Graphic Comparison Between
Department Modal Scores
And Percent of "B" Grades Awarded

NORTH PERALTA COMMUNITY COLLEGE
(Spring 1972)

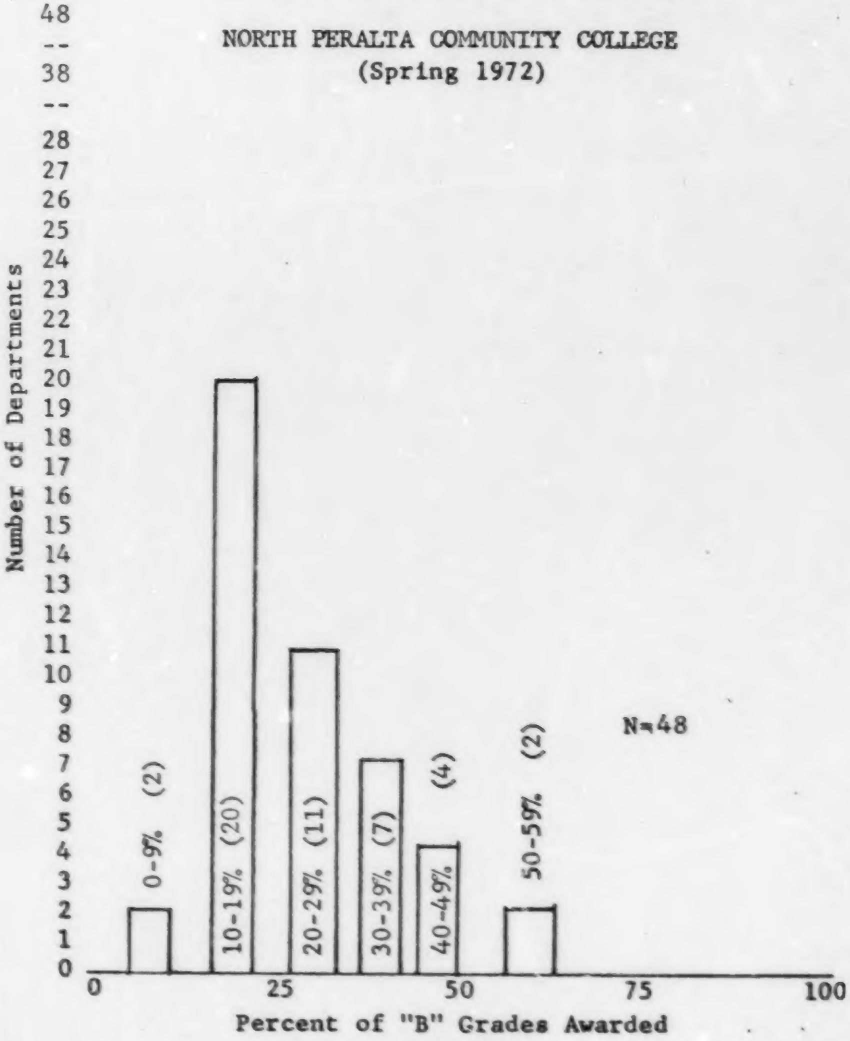
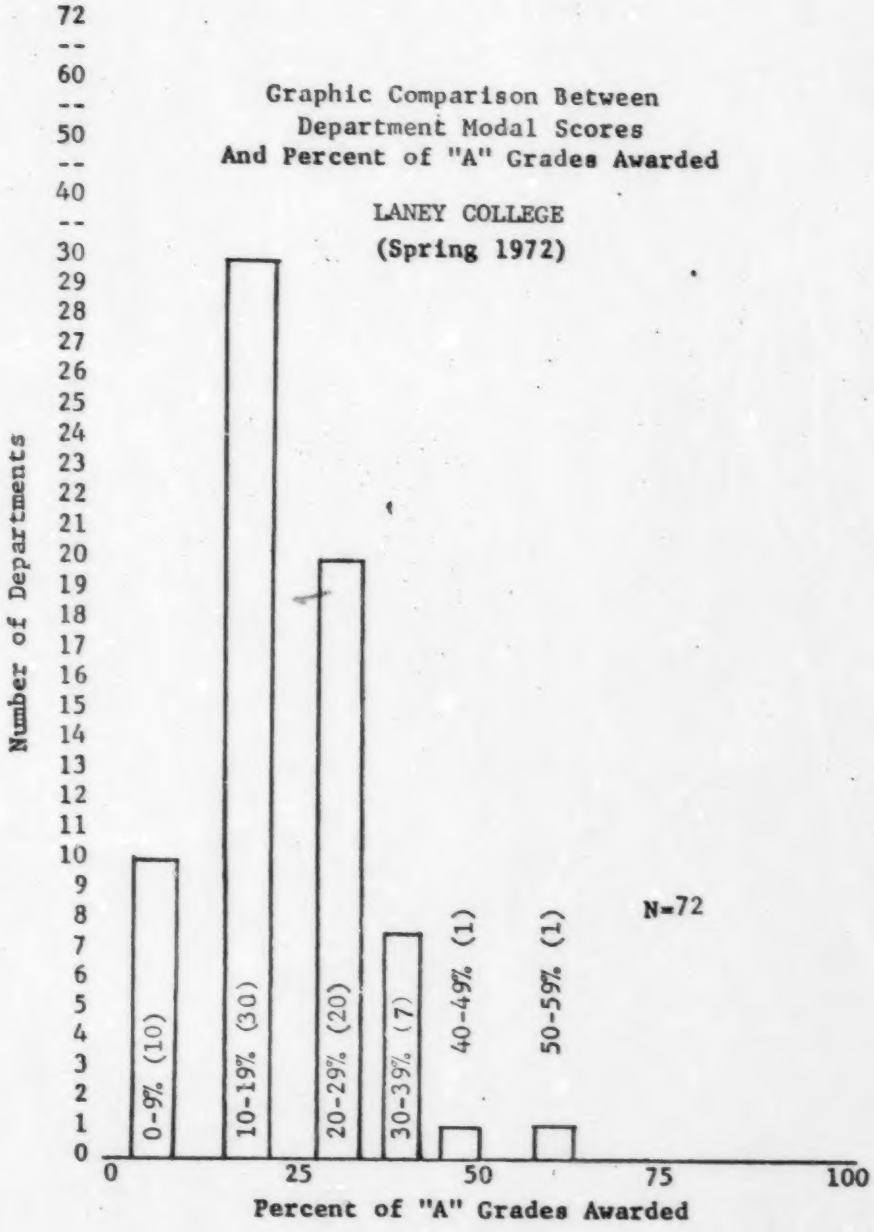


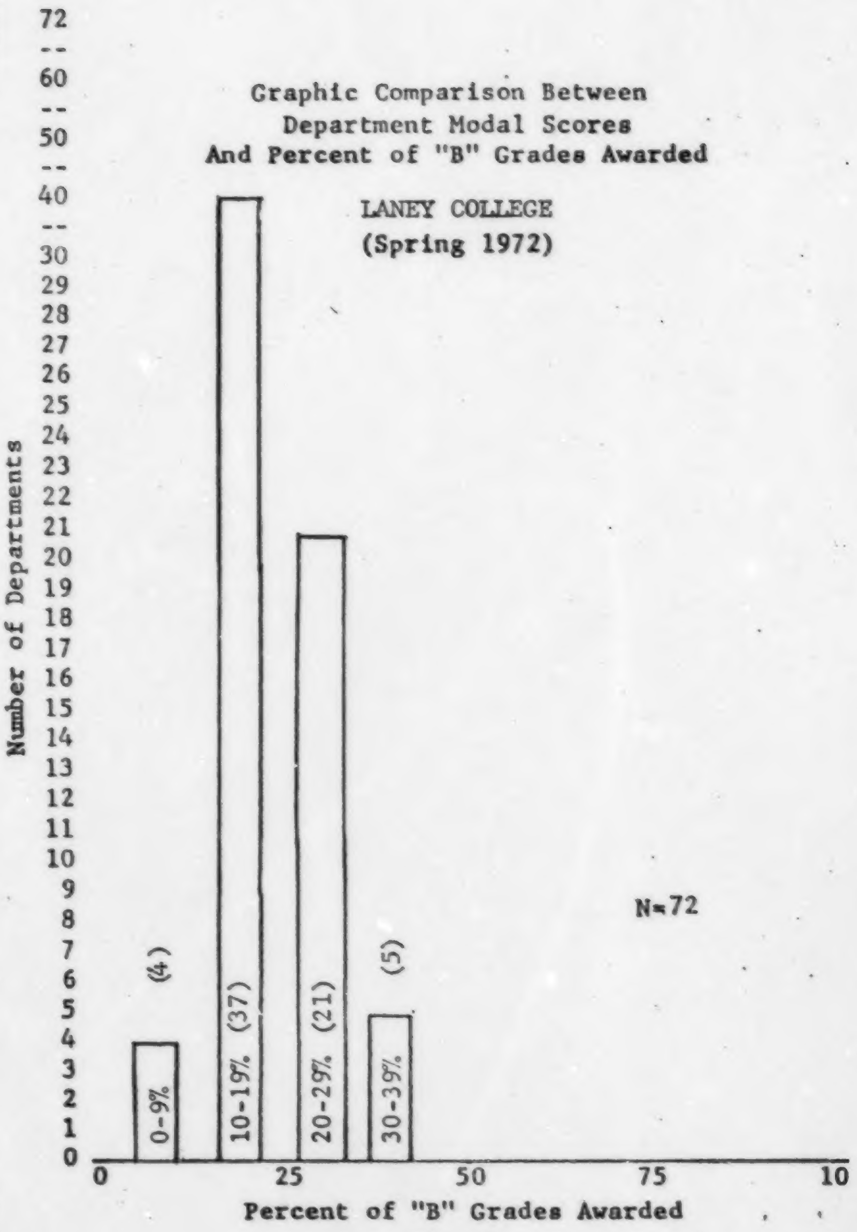
Fig 12



Graphic Comparison Between
Department Modal Scores
And Percent of "A" Grades Awarded

LANEY COLLEGE
(Spring 1972)

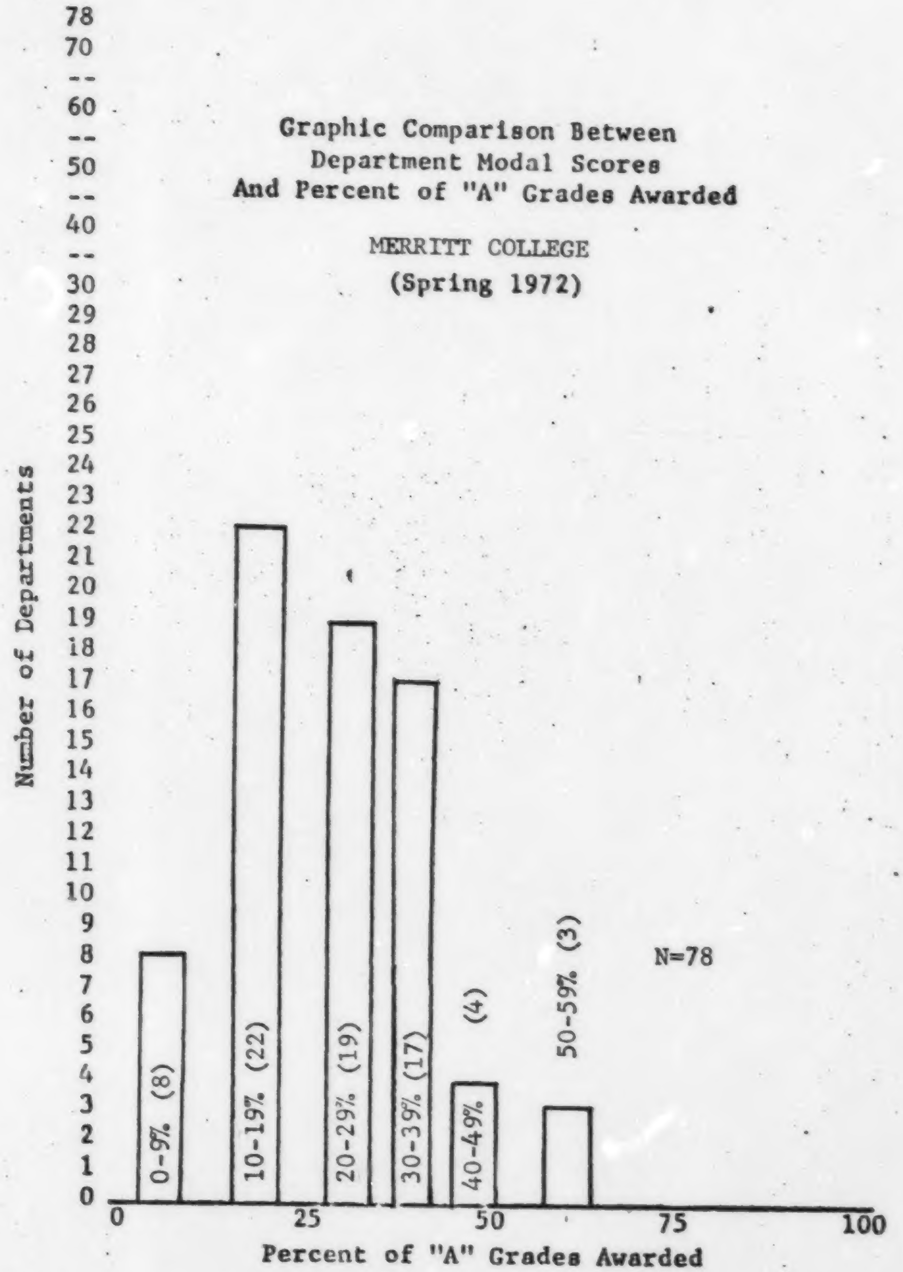
Fig 13



Graphic Comparison Between
Department Modal Scores
And Percent of "B" Grades Awarded

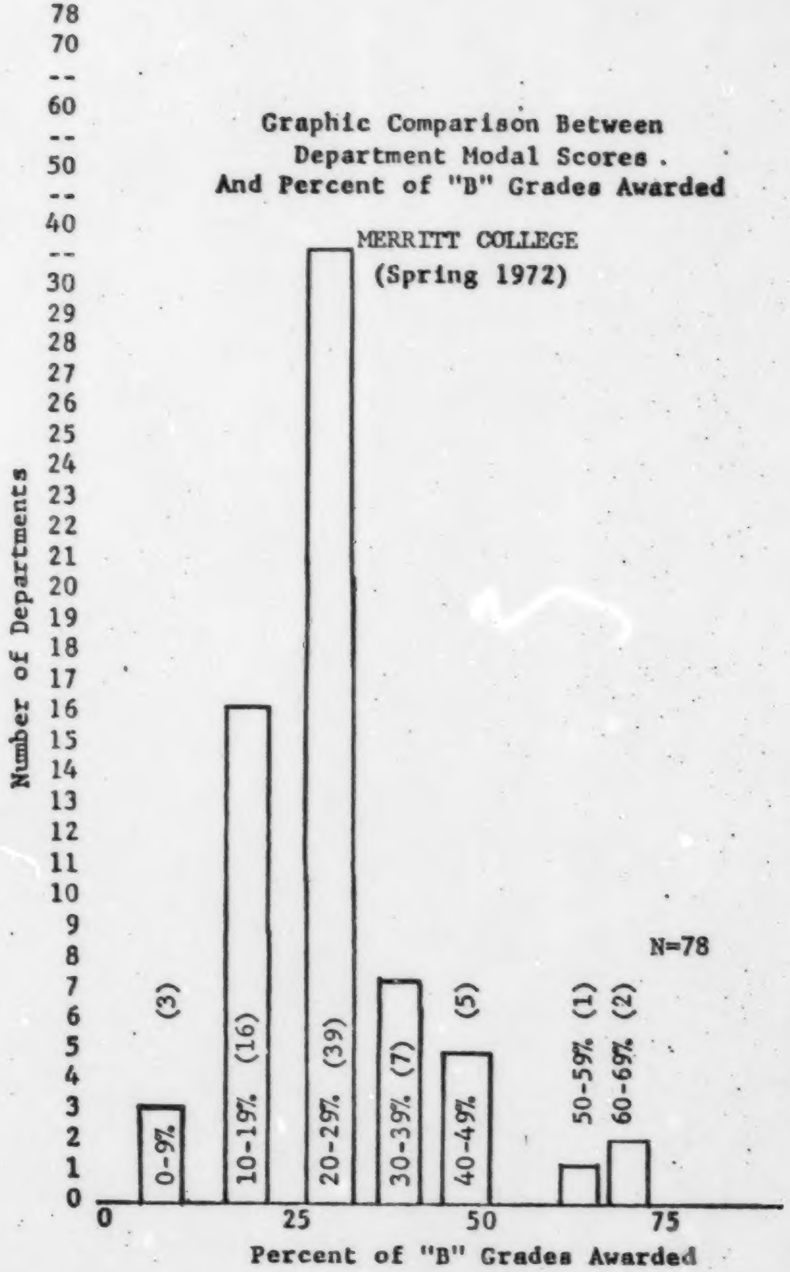
LANEY COLLEGE
(Spring 1972)

Fig 14



Graphic Comparison Between
Department Modal Scores
And Percent of "A" Grades Awarded
MERRITT COLLEGE
(Spring 1972)
Number of Departments
78
70
--
60
--
50
--
40
--
30
29
28
27
26
25
24
23
22
21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
0
0-9% (8)
10-19% (22)
20-29% (19)
30-39% (17)
40-49%
(4)
50-59% (3)
N=78
0
25
50
75
100
Percent of "A" Grades Awarded

Fig 15



Graphic Comparison Between
Department Modal Scores .
And Percent of "B" Grades Awarded
MERRITT COLLEGE
(Spring 1972)
Number of Departments
78
70
--
60
--
50
--
40
--
30
29
28
27
26
25
24
23
22
21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
0
0-9%
(3)
10-19% (16)
20-29% (39)
30-39% (7)
40-49%
(5)
50-59% (1)
60-69% (2)
N=78
0
25
50
75
Percent of "B" Grades Awarded

Fig 16

another 17 (21.79%) which awarded 30-39% A grades. Four departments (5.12%) gave 40-49% A's and 3 (3.84%) between 50-59%. Eight departments (10.25%) gave between 0-9% A grades. See Figure 15. (page 41)

Thirty-nine of the departments (50%) gave between 20-29% B's. Sixteen (20.51%) were in the 10-19% range and 7 (8.97%) gave between 30-39% B's. One department (1.28%) gave 50-59% B's and 2 (2.56%) awarded between 60-69% B's. Three departments (3.84%) gave between 0-9% B's. See Figure 16. (page 41)

Summary:

Grouping grade distribution data according to the number of departments giving certain percentages of A's and B's reveals that, overall, the largest number of departments award between 10 and 29% A's as well as between 10-29% B's. Alameda, Feather River and Merritt show the largest groupings (modal scores) at the 20-29% level while North Peralta and Laney have the largest groups of their departments giving a smaller percentage of A grades (10-19%).

For B grades, the largest groupings for Alameda, Feather River and North Peralta are between 20-29%, while Laney and Merritt departments cluster in the 10-19% range of B grades awarded. Only eleven (4.2%) out of 263 departments in all colleges give between 40-49% A grades in all of their classes. Alameda has 4 departments in this category, Feather River 1, North Peralta 2, Laney 1, and Merritt 3. There were only 5 departments (1.9%) out of 263 that gave between 50-59% A's in their classes. North Peralta had one such department, as did Laney, and Merritt had 3. There was only 1 department (.4%) of the all-district total that gave between 60-69% A's. There were no departments which gave a higher percentage of A grades.[10] There were 12 departments (4.6%) that gave between 40-49% B's (Alameda 1, Feather River 2, North Peralta 4, and Merritt 5) there were 3 (1.1%) that gave between 50-59% (North Peralta 2, and Merritt 1), and 2 departments (.8%) that gave between 60-69% B's in all courses. Both of these were at Merritt. There were no departments that gave a higher percentage of B's than 60-69%. Significantly, there are no real extremes in the distribution, with the overwhelming majority giving fewer than 30% A's and B's. Therefore, it can be concluded that the shape of the grade distribution curve,and the overall increase in GPA for the various institutions and for the District as a whole, is not the result of numerous departments giving inordinately high grades.

In short, the reason for the increase in the GPA, discussed in the preceding section, as well as the change in shape of the grade distribution curve is the result of an overall increase in GPA and an overall increase in the number of A and B grades awarded across all departments.

Peralta Course Withdrawal Frequencies:

Course withdrawal rates have already been mentioned in reporting on the grade distributions by referring to the W grades issued by the colleges. Since the W grade and the overall course withdrawal frequencies have become such an important separate issue it seems appropriate to present additional information on this subject.

---

[10] There is one exception, Alameda has one department that has 100% A grades, however, there were only two students in the department.

The method used in counting W's is extremely important. The data presented in the preceding section reflects the percentage of W grades as a proportion of the total number of grades awarded. Unless a student is still enrolled in the class on the first day of the census week (the Monday of the fourth week of the term) he does not receive a class card and therefore is not counted in the total course enrollment figure of 82,782. Hence the course withdrawal percentages reported are fairly reliable indicators of actual course "drops" rather than the add-drop "shop around" phenomenon common to all higher education.

As previously reported, the overall Peralta (median) course withdrawal rate for spring 1972 is 29% of total course enrollments. Two of the Peralta campuses fall directly into this median interval with scores of 29% (Alameda and Merritt), one is slightly below with a median score of 27% (Feather River) and one is slightly above with a median score of 32% (North Peralta). Laney is the noticeable exception since its percentage of course withdrawal as a proportion of total course enrollments is at 45%. Figure 17 displays this data far more graphically.

THE PERALTA COLLEGES

Course Withdrawal Rates by Campus
Spring 1972

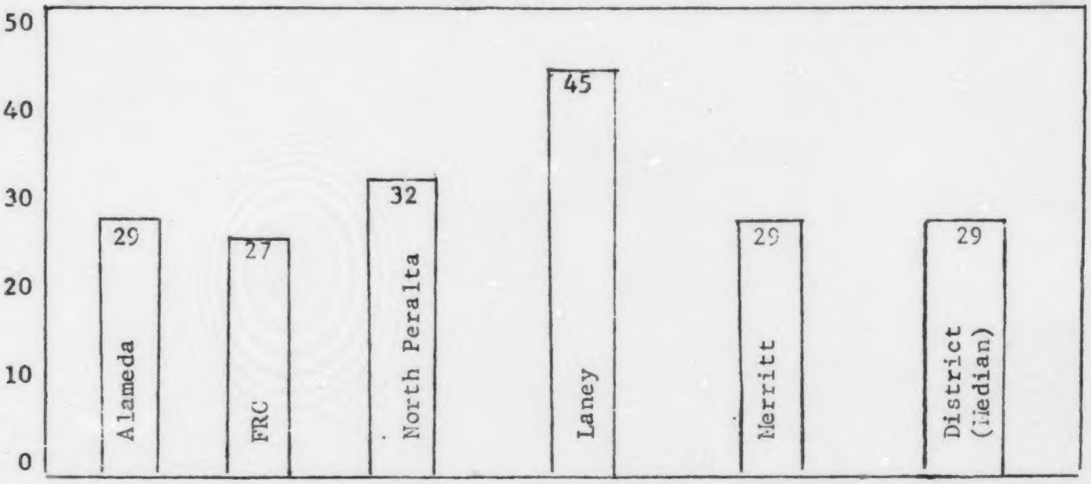


Figure 17

The preceding are net figures, reflecting the total course withdrawals for the entire semester or quarter. This of course says nothing about the withdrawal rates over the entire period. They could be bunched at the beginning, or, clustered around the end of the term. Data available concerning enrollment retention rates as a percentage of total recorded enrollment indicates that the attrition rate over the five census periods of the semester/quarter is fairly uniform, dropping at an average percentage rate of 10.8 between the five periods.[11] District-wide, by the end of the first census period, April 24, 1972, the total enrollment stood at 91.1% of the original maximum enrollment (the end of the first week of instruction). It had dropped 14.4% by the end of the second period, May 10, with a total enrollment of 78.0% of the maximum. It dropped again in the third period by 6.0% resulting in a retention rate of 73.4% of the original maximum enrollment. In the fourth period it dropped by 9.3% to a retention rate of 66.5% of the original. In the fifth, and final census period it dropped again, this time by 13.5%, leaving a total of 57.6 total enrollment as a percent of the original maximum enrollment. The individual campus retention rates at the end of the fifth census period along with the average withdrawal rate between periods for the term are as follows:

| | % of Maximum Enrollment | Average % Withdrawal |
|---|---|---|
| ALAMEDA | 64% | 8.7% |
| FEATHER RIVER | 59% | 11.4% |
| NORTH PERALTA | 52% | 10.8% |
| LANEY | 54% | 14.1% |
| MERRITT | 60% | 10.7% |

Alameda and North Peralta have higher enrollment drops during the later portion of the term, and Feather River and Merritt have their highest percentage drops at the beginning of their quarters. Laney College is distinct in that the withdrawal rate is more uniform, with the peak coming between the second and third census periods. The overall percentage rate of decline between periods is also higher for Laney, 14.1, as opposed to the District average of 10.8%.

The complete data for the retention declines as a percent of maximum enrollment, along with the raw scores for the enrollment drops between the five periods is provided in Figure 18. (see page 45)

---

[11] Enrollment figures are different from the course enrollment data in that a student is counted as "enrolled" if he is reported by the instructor on the class roster at the end of the first week of the term. Course enrollments are counted as of the first day of the fourth week. During the Spring term, 1972, there was a drop of 11,887 enrollments from the end of the first week to the beginning of the fourth week, or a drop of 13.0% in total enrollments. This difference accounts for the different raw data figures appearing in the course enrollment and total enrollment data.

# THE PERALTA COLLEGES

## Retention Rate Declines
## As a Percentage of Total Enrollment
## (Spring 1972)

| CENSUS PERIODS | Enrollment | No. Drop. | % Drop |
|---|---|---|---|
| 1 | 82,641 | | |
| 2 | 70,746 | 11,877 | 14.4 |
| 3 | 66,543 | 4,221 | 6.0 |
| 4 | 60,332 | 6,211 | 9.3 |
| 5 | 52,213 | 8,119 | 13.5 |
| | Av. period | between drop | 10.8% |

Peralta District

| CENSUS PERIODS | Enrollment | No. Drop | % Drop |
|---|---|---|---|
| 1 | 11,306 | | |
| 2 | 11,178 | 628 | 5.6 |
| 3 | 10,350 | 828 | 8.0 |
| 4 | 9,895 | 455 | 4.6 |
| 5 | 8,448 | 1447 | 17.1 |
| | Av. period | between drop | 8.7 |

Alameda

| CENSUS PERIODS | Enrollment | No. Drop | % Drop |
|---|---|---|---|
| 1 | 2,916 | | |
| 2 | 2,286 | 630 | 27.5 |
| 3 | 2,128 | 158 | 7.4 |
| 4 | 2,058 | 70 | 3.4 |
| 5 | 1,921 | 137 | 7.1 |
| | Av. period | between drop | 11.4 |

Feather River

| CENSUS PERIODS | Enrollment | No. Drop | % Drop |
|---|---|---|---|
| 1 | 5,233 | | |
| 2 | 4,707 | 526 | 11.2 |
| 3 | 4,312 | 395 | 9.2 |
| 4 | 4,191 | 121 | 2.9 |
| 5 | 3,500 | 691 | 19.8 |
| | Av. period | between drop | 10.8% |

North Peralta

| CENSUS PERIODS | Enrollment | No. Drop | % Drop |
|---|---|---|---|
| 1 | 40,030 | | |
| 2 | 33,224 | 6806 | 17.0 |
| 3 | 31,296 | 1928 | 6.1 |
| 4 | 26,457 | 4769 | 18.2 |
| 5 | 22,981 | 3476 | 15.1 |
| | Av. period | between drop | 14.1 |

Laney

| CENSUS PERIODS | Enrollment | No. Drop | % Drop |
|---|---|---|---|
| 1 | 22,656 | | |
| 2 | 19,369 | 3230 | 16.6 |
| 3 | 18,457 | 939 | 5.1 |
| 4 | 17,731 | 912 | 5.1 |
| 5 | 15,323 | 2408 | 15.7 |
| | Av. period | between drop | 10.7 |

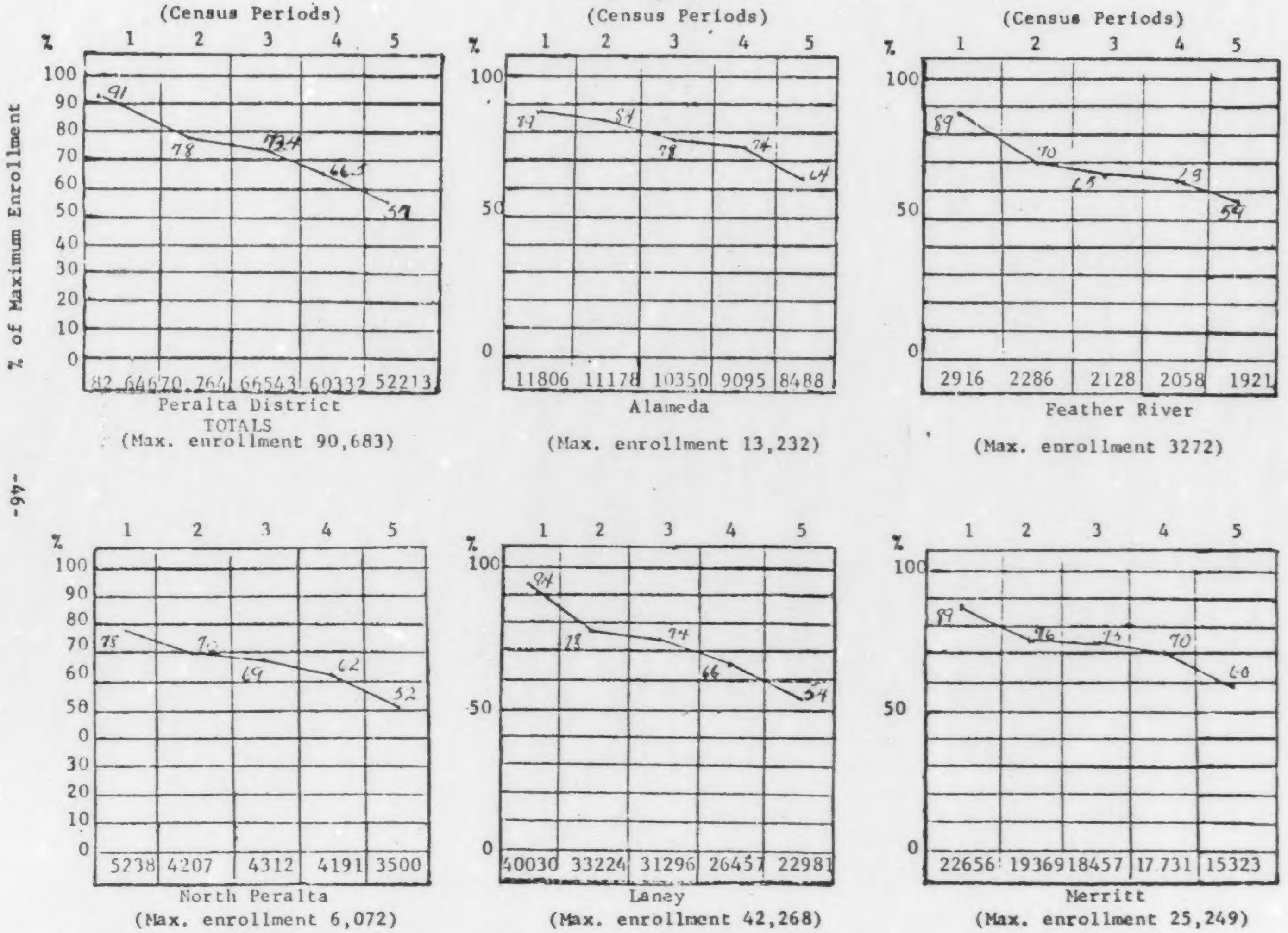
Merritt

Figure 18

It should be recalled that the enrollment data in Figure 19 is collected at the end of the five week periods, and that the enrollment data in the first census period is not the same as the maximum total enrollment. This later count begins--as already discussed--at the end of the first week of instruction and represents the first roster which the instructors turn in to the Registrar at each college. With this in mind, it is possible to graphically portray the decline in enrollment, which can be thought of as the "retention rate" over the five periods of the spring 1972 term. The boxes in Figure 19 depict the decline in enrollment for the District as a whole and for each of the five campuses.

The single most significant observation which can be made regarding course withdrawals and the corresponding declines in enrollment is that they are fairly consistent and follow a uniform pattern. Laney College, which has the highest course withdrawal rate, as measured by the percentage of W grades awarded a proportion of total grades (45%) also as the most uniform decline in enrollments. This indicates that students are not held on the rolls until the last week of the semester and then withdraw from courses in great frequencies. It suggests that some other factor rather than simply the college withdrawal policies is probably responsible. The most obvious explanation is that the difference can probably be explained by the nature of the student body.

## THE PERALTA COLLEGES
Enrollment Retention as a Percent of Total Enrollment
Spring 1972



Peralta District
TOTALS
(Max. enrollment 90,683)

Alameda
(Max. enrollment 13,232)

Feather River
(Max. enrollment 3272)

North Peralta
(Max. enrollment 6,072)

Laney
(Max. enrollment 42,268)

Merritt
(Max. enrollment 25,249)

Period: 1 - 4/3-4/24
2 - 4/25-5/10
3 - 5/11-5/26
4 - 5/27-6/13
5 - 6/14-6/20

Fig 19

## THE SUMMARY, ANALYSIS AND COMMENT

The traditional symbolic letter grade as a measure of student performance has been demonstrated to be of relatively recent origin when compared with the overall history of student evaluation in higher education. It came into common usage as a result of the meteoric growth in student enrollments in this century. Growth in institutional size, breadth and complexity led eventually to a period of challenge and change in the 1960's. One of the consequences of student unrest and faculty and administration uncertainty with appropriateness of traditional punitive grading forms, has been widespread experimentation with various forms of nonpunitive grading.

The Peralta Colleges have, in effect, therefore been participating in what can legitimately be described as a national re-examination of its academic grading standards, practices, and policies. Nationally, of the almost 2500 colleges and universities in this country over two-thirds report that they are currently using some form of no-penalty grading. The general picture in California among the community colleges is different only in that locally controlled and more diversified community institutions have developed far more variety as to their nonpunitive innovations. The more common form of nonpunitive grading among the senior institutions both nationally and within the state has to do with the limited use of the pass-fail or credit-no credit option. Among the California community colleges, on the other hand, there are generally five standard variations pertaining to nonpunitive grading. These can be identified as (1) liberalized withdrawals, (2) credit-no credit, (3) forgiveness of penalty grades, (4) elimination of F grades, (5) replacement of penalty grades by repetition of courses. Generally speaking, the Peralta District is using each of these forms to one degree or another. It is apparent, however, from the examination of grade distributions for all five colleges within the Peralta District for the spring semester/quarter 1972, that in practice the liberalized withdrawal option is by far the most universal practice. Credit-no credit while formally provided for at all campuses except Laney, accounts for slightly more than 1% of the total grades issued in all course enrollments during the period studied. On the other hand, nonpunitive W's account for 29% of all course enrollments in the Peralta District.

Institutional research on the subject of evaluating no-penalty grading options has led to mixed results. If scrutinized according to traditional standards such as GPA, hours spent in lecture, or time devoted to studying, the pass-fail option seems to have a negative impact. This is particularly true among Freshmen, and students identified by research as "vocational" in orientation. Little is really known, however, about actual improvements in the training experience. The only generalization permitted is that tension and anxiety affect students in different ways, depending upon their age, maturity, and motivation. There have apparently been no systematic studies of the impact of the nonpunitive "W" option upon student performance, at least, there was no evaluative study on this subject to be found in the literature. The arguments supporting nonpunitive grading have been widely accepted in the academic community and appeal to a great many of the highest ideals of American higher education. In summary form, they center around encouraging intellectual curiosity, broadening academic experience and improvement of learning through a general reduction of the fear of failure. The overall rationale is that the student is already penalized if he has invested time and energy in completing a course and should not be penalized again with a mark of failure if he does not succeed. He is already the loser. Perhaps the most damaging criticism of nonpunitive grading is that the student does not seem convinced enough of these arguments to avail himself of the option when it is available. As already noted, CR/NCR courses account for only slightly more than 1% of Peralta's total course enrollment grades. At Berkeley, it is used only to about 1/3 of its potential. Moreover, those students who do use CR/NCR courses do not explore very far beyond their discipline and often use the spare time afforded to cram for their other letter-grade courses.

The review of the legal dimensions of Peralta's grading standards and policies pertaining to nonpunitive grading revealed numerous technical articulation problems. That is, college policies that would appear to go beyond the minimum standards established by law of administrative rules and regulation, including "elimination of the F grade," the absence of Board policy pertaining to course withdrawals and the course repeat policies on some campuses. There are other problems, generally less substantive, which require a county counsel's opinion and continued study by responsible groups within the District. In general, however, there is ample authority to authorize and regulate all of the grading forms which are in use within the District. From a practical standpoint the use of the unlimited withdrawal appears to have a considerable advantage over other forms of nonpunitive grading. Its use should, perhaps, be more standardized and some additional limitations imposed.[1] All campuses, except Laney already have a chronic withdrawal policy in effect. (W's may not exceed courses completed.) One college in the State (Foothill) requires that a student commit himself to a course by the end of the second week. If he withdraws after that date he receives a no-pass grade rather than a straight W.

The general issue dealing with use of the unlimited W is whether students are staying in school longer because of this policy and therefore displacing other students, or at least overcrowding existing facilities. In short, have nonpunitive grading practices, particularly the unlimited W, significantly altered the notoriously high attrition rates in community colleges? If this is true, it marks a significant alteration of the "revolving door" phenomenon and raises other issues concerning how much society should ultimately invest in public education.

One of the most outstanding conflicts between practice and policy pertains to the impact that the unlimited W has upon repeating a course where the student received a grade of C or better. While not generally permitted, except at Laney, a student can, and does, subvert this prohibition by simply taking a W. The examination of grade distributions clearly indicates that large numbers of Peralta students are taking W's in courses that they are passing (with C or even B grades). In the Harrington study at the University of California (1971) students were reported as generally expecting to receive a B+ in their courses. It is not difficult to translate this data to Peralta--where transfer is a motivation of between 1/2 to 2/3 of entering Freshmen--and understand how they plan to up their overall GPA's by taking no grade less than a B. Indeed, the institutional GPA for all of Peralta is 3.0, with more A's awarded than B's, and more B grades awarded than C's.

---

[1] Ironically, there are pages of regulations in the college catalogs on CR/NCR, which are only slightly used, and very little elaboration upon the regulations and general policy pertaining to the unlimited withdrawal.

The most striking finding discussed in the report is undoubtedly the discovery that Peralta awards fewer transferable (passing with C or above) grades in 1972 than the all California average five years ago. Sixty-two percent of all course grades for the total course enrollment were in the A, B, and C category. In a comprehensive (N=67, with 100% response) study completed in 1967, the total in these categories was 80%. Students receiving the A, B, and C grades in 27 Northern California community colleges, studied by Becker (1972) came to 69%. This compares with 93% at the state colleges and 77.4% at the University of California for all lower-division course enrollments.

Also of significance is the finding that grade distributions by department are normally distributed with the largest number awarding only between 10-29% A grade Since the median percentage interval for the five Peralta colleges is 25% A grades, this would not be surprising. In other words, there are very few departments that give more than 30% A's, and practically none that give more than 40% A's. Only 11 (4.2%) departments out of 263 districts gave between 40-49% A's. Only 5 (1.9%) gave between 50-59% A's. Only one department (.4%) gave between 60-69% A's and none above that figure. The median percentage interval for the B grade is 23%, district-wide, which is also closely approximated by the departmental grade distributions.

Another interesting observation is that the couse withdrawals do not occur in greater preponderence at the end of the term. Overall, the attrition rate between the five census periods of the semester or quarter is 10%. The drop between the fourth and last period is only 13.5%. These are averages, and exceptions do exist. North Peralta, for instance has a 19.8 drop in the last period, compared with an overall drop rate that parallels the all-district rate of 10.8%. Feather River, which implies in its catalog that course withdrawals after the fifth week of the quarter (FRC catalog p.21), has only a 7.1 drop in total course enrollment in the fifth census period. Not surprisingly, the drop in the first census period is the largest throughout the district (27.5%) compared with their overall average attrition rate of 11.4%.

In brief, the greatest single impact upon the Peratla grade distributions is undoubtedly the consequence of the unlimited withdrawal policy. Inadequate attention has probably been devoted to understanding the consequence of this practice, even though it is widely used by students and has numerous educational as well as fiscal implications. The basic cause in the rise in the GPA and the creation of an inverse distribution (more A's than B's, etc.) is probably attributable to large numbers of course withdrawals "C" category and not due to any general relaxation in grading standards. In fact, the small percentage of students receiving C grades or better (62%) is suggestive of the fact that instructor evaluation of student performance has probably not changed very significantly since before the advent of nonpunitive grading. The only difference is that students are afforded "escape options," which they exercise if their academic performance is below the standards that they set for themselves. Furthermore, there is no evidence to suggest that students are any more willing to accept "average grades," than at any time in the past and indeed, the data clearly indicates that the competition for grades continues despite major institutional reforms intended to alter the traditional emphasis upon punitive grading.

# APPENDICES

## II and III

# NONPUNITIVE
GRADING PRACTICES AND POLICIES

# APPENDIX II(A)

Selected Sections from the:

California Education Code

California Administrative Code, Title 5

*Social Science Courses*

25516.3. The courses of instruction in social sciences shall include a study of the role, participation, and contribution of black Americans, American Indians, Mexicans, persons of oriental extraction, and other ethnic groups to the economic, political, and social development of California and the United States of America.

(Added by Stats. 1971, Ch. 1245.)

*Approval of Courses*

25516.5. No state funds shall be apportioned to any district on account of the attendance of students enrolled in a community college course unless the course was offered in an educational program, as defined by Section 25515.5, approved by the board of governors or the course itself was approved by the board of governors.

In any other law having an effect, in relation to community colleges, similar to that of this section, "courses" shall be interpreted in a manner consistent with the provisions of this section.

(Amended by Stats. 1970, Ch. 870.)

*Graduation Requirements*

25517. The governing board of each district maintaining a community college shall prescribe requirements for graduation from community college courses.

(Amended by Stats. 1970, Ch. 102.)

*Minimum Credit Hours for Graduation From Two-year Course*

25517.5. The minimum requirement for graduation from a two-year community college course of study shall be at least 60 credit hours of work.

(Amended by Stats. 1970, Ch. 102.)

*Minimum Credit Hours for Graduation from Four-year Course*

25518. The minimum requirement for graduation from a four-year community college course of study shall be at least 120 credit hours of work.

(Amended by Stats. 1970, Ch. 102.)

*Credit Hour Defined; Allowance for Shorter Term*

25518.5. One credit hour of community college work is approximately three hours of recitation, study, or laboratory work per week throughout a term of 16 weeks. Where a term is more or less than 16 weeks more or less than one credit hour shall be allowed in the same ratio that the length of the term is to 16 weeks.

(Amended by Stats. 1970, Ch. 102.)

*Mandatory Physical Education Courses*

25520. All pupils enrolled in the community colleges, except pupils excused, shall be required to attend upon the courses of physical education for a minimum of 120 minutes per week. Where adequate facilities are available a daily program is recommended.

(Amended by Stats. 1970, Ch. 102.)

1684

*Scope of Instruction by Community Colleges*

22651. Public community colleges shall offer instruction through but not beyond the 14th grade level, which instruction may include, but shall not be limited to, programs in one or more of the following categories: (1) standard collegiate courses for transfer to higher institutions; (2) vocational and technical fields leading to employment; and (3) general or liberal arts courses. Studies in these fields may lead to the associate in arts or associate in science degree.

(Amended by Stats. 1970, Ch. 102.)

EDUCATION CODE 1873

Article 2. Community College Courses of Study

(Heading of Article 2 amended by Stats. 1970, Ch. 102)

*Preparation of Courses of Study; Review*

25515.5. Courses of instruction and educational programs shall be prepared under the direction of the governing board of each community college district. Such educational programs shall be submitted to the board of governors for approval. Courses of instruction which are not offered in approved educational programs shall be submitted to the board of governors for approval. The district governing board shall establish policies for, and approve, individual courses which are offered in approved educational programs without referral to the board of governors.

The board of governors shall review, and may approve, all educational programs and all courses which are required by this section to be submitted to it for approval.

For the purposes of this section, "course of instruction" means an instructional unit of an area or field of organized knowledge, usually provided on a quarter, semester, year, or prescribed length-of-time basis.

For the purposes of this section, "educational program" is an organized sequence of courses leading to a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.

The provisions of this section apply to classes for adults as well as regular classes of community colleges.

(Amended by Stats. 1971, Ch. 1525.)

*Course of Study For Two-year Community College*

25516. The course of study for two-year community colleges shall be designed to fit the needs of pupils of the 13th and 14th grades and may include courses of instruction designed to prepare for admission to the upper division of higher institutions of learning and such other courses of instruction designed to prepare persons for agricultural, commercial, homemaking, industrial and other vocations, and such courses of instruction as may be deemed necessary to provide for the civic and liberal education of the citizens of the community.

(Amended by Stats. 1970, Ch. 102.)

✓

## CHAPTER 4. STANDARDS OF SCHOLARSHIP

**51300. Regulations.** The governing board of a district maintaining a Community College shall adopt regulations consistent with the provisions of this chapter. The governing board shall adopt rules setting forth the circumstances that shall warrant exceptions to the dismissal requirements herein set forth and shall file a copy of such rules with the board. The regulations shall provide, among other things, that appropriate records shall be kept of every instance in which a student is so excepted. The standards shall be published in the college catalog under appropriate headings.

**51301. Standards for Probation and Dismissal.** A student shall be placed on probation and immediately notified that his performance is deficient or he shall be dismissed on the basis of the following standards:

| *Grades Received* | *Grade Status Requiring Probation* | *Grade Status Requiring Dismissal* |
|---|---|---|
| All of his grades are "credit-no credit" grades | "No-credit" grades in at least ⅓ but not ½ of units herein designated for a student in his status | "No-credit" grade in ½ or more of all units attempted in each of 3 consecutive semesters (5 consecutive quarters) |
| All of his grades are grade points and are calculated as follows:<br>A—4 grade points<br>B—3 grade points<br>C—2 grade points<br>D—1 grade point<br>F—no grade points | Grade point average for units herein designated for a student in his status is less than 2.0 but not less than 1.75 | Grade point average of all units attempted in each of 3 consecutive semesters (5 consecutive quarters) is less than 1.75 |
| Some of his grades are letter grades and some "credit-no credit" grades | Grade status in all units in each category falls in the applicable foregoing description | Grade status in all units so attempted in each category falls in the applicable foregoing description |

In applying the preceding provisions to a particular student, the units to be considered shall be determined as follows:

| *Student Status* | *Units Designated* |
|---|---|
| The student is transferring to the Community College | All units previously atttempted in any college or university and in grades 13 and 14 of a Community College |
| The student is a full-time student | Units attempted in grades 13 or 14 during the semester or quarter immediately preceding |
| The student is a part-time student and has attempted in any college or university, or grades 13 or 14 of a community college a total of 12 semester units (or the equivalent of quarter units) | All units so attempted |

**51302. Reinstatement.** A student who has been dismissed pursuant to the standards given in Section 51301 shall not be reinstated until one complete semester (or if the college is on the quarter system, two complete quarters) has elapsed after the dismissal, unless the student comes within an exception set forth in rules adopted by the governing board.

## CHAPTER 7. DEGREES AND CERTIFICATES

**51600. Regulations.** The governing board of a district maintaining a Community College shall adopt regulations consistent with the provisions of this chapter.

**51601. Definitions.** For the purpose of this chapter, "satisfactorily completed" means either credit earned on a "credit—no credit" basis or a grade point average of 2.0 (grade C on a five point scale with zero for an F grade) or better in 13th and 14th year graded courses in the curriculum upon which the degree is based.

**51602. Associate in Arts Degree.** The governing board of a district maintaining a Community College shall confer the degree of associate in arts upon a student who in grades 13 and 14 has satisfactorily completed from 60 to 64 semester hours of work in a curriculum which the district accepts toward the degree (as shown by its catalog) and which includes all of the following requirements, provided that 12 hours of the required credit hours were secured in residence at that Community College:

(a) A major consisting of at least 20 semester hours in a specified field of study.

(b) Three semester hours in the Constitution of the United States, and in American history, including the study of American institutions and ideals, and in the principles of state and local government established under the Constitution of this State and the satisfactory passing of an examination on these subjects.

(c) Two semester hours of community and personal hygiene. A Community College student, who is a minor whose parents or guardian state in writing that the course in community and personal hygiene is contrary to the religious beliefs of the student, or who is not a minor and makes the same statement in writing, may be excused from such course and permitted to substitute a two-hour course in a field or fields specifically designated by the governing board of the district in lieu of the required two-hour course in community and personal hygiene.

(d) Two semester hours in physical education earned at the rate of one-half credit per semester for a minimum of 120 minutes per week in directed physical education activities, except as a student may be exempted in accordance with Section 8702, Education Code.

(e) Such requirements in oral and written English as the governing board of the district may establish.

The governing board may make exceptions to the residence requirement in any instance in which it determines that an injustice or hardship would otherwise be placed upon an individual student.

**51605. Credit by Examination.** The governing board of a district maintaining a Community College may grant credit to any student who satisfactorily passes an examination approved and conducted by proper authorities of the college. Such credit may be granted only to a student who is registered at the college and in good standing for a course listed in the catalog of the college.

Units for which credit is given pursuant to the provisions of this section shall not be counted in determining the 12 semester hours of credit in residence required by Section 51602.

## CHAPTER 1. COURSE OF STUDY

### SUBCHAPTER 1. COURSE STANDARDS

55000. **Definitions.** For the purposes of this chapter, the following definitions shall apply:

(a) "Course" means an organized pattern of instruction on a specific subject offered by a Community College for grades 13 and 14.

(b) "Course of study" means an organized sequence of courses offered by a Community College for grades 13 and 14 within a general subject area.

NOTE: Authority cited for Chapters 1 and 2: Sections 193, 197, 25515.5 and 25516.5, Education Code.

55001. **Criteria.** A graded course shall possess one or more of the following characteristics:

(a) It provides credit toward an associate degree, is normally considered of collegiate level, and is approved by the board as a component of, a prerequisite to, or eligible as a required or elective course within a course of study which leads toward an associate degree.

(b) It is approved by the board and is part of an occupational course of study beyond high school level within the scope of the term "vocational and technical fields leading to employment," as the term is used in Education Code Section 22651, which leads toward an associate degree, an occupational certificate, or both.

(c) It is approved by the board and is recognized upon transfer by the University of California, a California state college, or an accredited independent college or university in California, as a part of:

(1) The required preparation toward a major;
(2) The general, or general education, requirement; or
(3) The permissible or recommended elective credits.

55002. **Standards.** A graded course shall meet all of the following standards:

(a) The content is organized to meet the requirements for the associate degree as specified in Chapter 7 (commencing with Section 51600) of Division 2 of this part or the requirements for an occupational certificate and is a part of a course of study not exceeding 70 units in length.

(b) It is offered as described in the college catalog, or a supplement thereto, which provides an appropriate title, number, and accurate description of course content. A course outline is available at the college. Course requirements and credit awarded are consistent with Education Code Section 22651.

(c) Only those students who have met the prerequisites for the course are enrolled.

(d) It is subject to the published standards of matriculation, attendance, and achievement of the college.

(e) The enrollees are awarded marks or grades on the basis of methods of evaluation set forth by the college and are subject to the standards of retention set forth in Chapter 4 (commencing with Section 51300) of Division 2 of this part or to such additional standards as may be established by the governing board of the district.

(f) Enrollment cannot be repeated except in unusual circumstances and with the prior written permission from the district superintendent or his authorized representative or representatives.

### SUBCHAPTER 2. APPROVAL OF COURSES

55100. Approval. Each course to be offered by a Community College shall be approved by the Chancellor before the course is offered by the college.

The course shall be submitted to the Chancellor on forms provided by his office.

55101. Chancellor's Report. The Chancellor shall report to the board at a fall and a spring meeting the actions which he has taken in approving courses submitted to him pursuant to the provisions of this chapter.

APPENDIX II(B)

# Peralta Colleges Board Policy Manual

## 1.05 Duties and Responsibilities of the Board of Trustees

The duties of the board will be as follows:

1. To select and appoint the Superintendent of the district.
2. To establish the broad general policies which will govern the operation of the district.
3. To approve the annual budget.
4. To approve the expenditure of all funds.
5. To appoint or dismiss employees of the district upon the recommendation of the Superintendent.
6. To fix salaries of all employees and to review all salary schedules annually.
7. To act upon recommendations of the administration on physical plant development and other capital outlay expenditures.
8. To pass upon recommendations of the Superintendent on matters of repair and maintenance of buildings, grounds and equipment.
9. To request and consider reports from the Superintendent concerning the educational program, financial aspects of the district, and all other matters pertaining to the welfare of the colleges.
10. To consider and act upon the curricular offerings of the colleges upon the recommendation of the Superintendent.
11. To consider and adopt an annual calendar.
12. To provide for the establishment of necessary procedures to assure proper accounting of all district funds, student organization funds, cafeteria funds, and any other funds that fall under the supervision of the district.
13. To provide for the annual audit of all funds.
14. To consider communications and requests from citizens or organizations on matters of policy and administration.
15. To serve as a board of appeal for students, employees and citizens of the Peralta Junior College District.

## 5.10 ADMISSION REQUIREMENTS

Admission requirements will be published in the catalog of each college. Each college will require all applicants for admission to file an official Application for Admission and, when legally required, to submit evidence of compliance with regulations concerning poliomyelitis inoculation.

## 5.12 REGISTRATION

Each college will prescribe a period of registration for each term and will require students to register during that period as announced in the college's official calendar. Each college may, however, make exceptions to this general rule in the case of short-term courses, certain vocational curricula, or other specialized courses or programs.

## 5.14 DROPPING CLASSES AND WITHDRAWING FROM COLLEGE

Each college will publish in its college catalog its regulations concerning dropping of classes and withdrawal from college, both official and unofficial. The dates within which students may drop classes and/or withdraw from college, either with or without penalty, will be published in the college calendar.

## 5.16 ATTENDANCE

Students are expected to attend all meetings of all classes in which they are enrolled. Specific attendance regulations shall be published at each college. The district requires that attendance records be adequate for reporting to the State and to other governmental agencies. The colleges may establish procedures whereby students may take a Leave of Absence for illness or other legitimate purpose.

## 5.20 SCHOLARSHIP AND PROBATION

Each college will adopt and publish procedures which will insure implementation of the provisions of the Title V, Article 15, Section 131 of California Administrative Code, regarding scholarship, probation, and dismissal of students for academic deficiencies. Such procedures, however, must insure that all entering students are provided with a minimum attendance of two semesters before being dismissed for academic deficiencies. Colleges are authorized to establish readmission procedures.

Each college will establish procedures whereby students may obtain copies of their grades at the close of each midterm and semester period.

## * 6.20 REQUIREMENTS FOR DEGREES AND CERTIFICATES

1. The governing board shall confer the degree of associate in arts upon the satisfactory completion in grades 13 and 14 of 60 semester hours or 90 quarter hours of work in a curriculum which one of the Peralta Colleges accepts toward the degree (as shown by its catalog) and which includes the requirements listed in (a) through (e), provided that 12 semester hours or 18 quarter hours of the required credit hours were secured in residence at that junior college. (The governing board may make exceptions to the residence requirement in any instance in which the governing board determines that an injustice or hardship would otherwise be placed upon an individual student.) "Satisfactory completion" means either credit earned on a "credit-no credit" basis or a grade point average of 2.0 (grade C on a five point scale with zero for an F grade) or better in 13th and 14th year graded courses in the curriculum upon which the degree is based.

(a) A major consisting of at least 20 semester hours or 30 quarter hours in a specified field of study.

(b) Three semester hours or five quarter hours in the Constitution of the United States, and in American history, including the study of American institutions and ideals, and of the principles of state and local government established under the Constitution of this state, and the satisfactory passing of an examination on said courses.

(c) Two semester hours or three quarter hours of community and personal hygiene; except that a junior college student, whose parents or guardian state in writing that the course in community and personal hygiene is contrary to the religious beliefs of the student, may be excused from such course and permitted to substitute a two semester hour or three quarter hour course in a field or fields specifically designated by the governing board of the district in lieu of the required two-hour course in community and personal hygiene.

(d) Two semester hours or three quarter hours in physical education earned at the rate of one-half credit per semester or quarter for a maximum of 120 minutes per week in directed physical education activities, except as a student may be exempted in accordance with Section 8162, Education Code.

(e) Six semester hours or nine quarter hours in oral and written English.

2. The governing board of the Peralta Junior College District shall confer the degree of associate in science upon the satisfactory completion in grades 13 and 14 of 60 semester hours or 90 quarter hours of work which shall satisfy all the requirements for an associate in arts degree, and which work shall include a major of at least 20 semester hours or 30 quarter hours in any of the following fields: engineering, physical and biological science, vocational-technical curriculums.

3. The governing board of the Peralta Junior College District shall award the appropriate diploma or degree whenever a student shall have completed

(continued)

all requirements of a full curriculum of the junior college without regard to the length of time actually taken by the student to complete such requirements. The governing board shall grant to any student who satisfactorily completes the requirements of any course of study in less than the prescribed time the full number of semester hours or quarter hours scheduled for such course.

4. The governing board of the Peralta Junior College District shall issue a certificate of achievement (as determined by the individual college and specified in its catalog) to any student who successfully completes any course of study of curriculum in length less than the full number of years and grades maintained by the junior college.

## * 6.21 CREDIT-NO CREDIT GRADES

### Basis of Courses Offered

(a) The Governing board of the Peralta Junior College District authorizes each Peralta College to offer courses in either or both of the following categories, and each college shall specify in its catalog the category or categories in which the course falls: (In the absence of such regulation a course will be presumed to be offered on a letter-grade basis.)

(1) Courses wherein all students are evaluated on a "credit-no credit" basis.

(2) Courses wherein each student may elect on registration, or within a reasonable time thereafter, whether the basis of his evaluation is to be a "credit-no credit" or a letter grade.

(b) All units earned on a "credit-no credit" basis in California institutions of higher education or equivalent out-of-state institutions shall be counted in satisfaction of junior college curriculum requirements, but such courses shall be disregarded in determining a student's grade point average for all purposes for which a grade point average is required.

(c) The governing board authorizes each Peralta College to determine whether a student who has received credit for a course taken on a "credit-no credit" basis at that college may convert this grade to a letter grade by taking an appropriate examination.

*Rev. 2/19/68

## *6.22 STANDARDS OF SCHOLARSHIP

1. Minimum standards shall require that a student be placed on probation and immediately notified that his performance is deficient or he shall be dismissed, in accordance with the requirements shown in the following table:

| Grades Received | Grade Status Requiring Probation | Grade Status Requiring Dismissal |
|---|---|---|
| All of his grades are "credit-no credit" grades | "No-credit " grades in at least 1/2 but not 3/4 of units herein designated for a student in his status | "No-credit" grade in 3/4 or more of all units attempted in each of 3 consecutive semesters (5 consecutive quarters) |
| All of his grades are letter grades Grade points are calculated as follows:<br>A-4 grade points<br>B-3 grade points<br>C-2 grade points<br>D-1 grade points<br>F-no grade points | Grade point average for units herein designated for a student in his status is less than 2.0 but not less than 1.75 | Grade point average of all units attempted in each of 3 consecutive semesters (5 consecutive quarters) is less than 1.75 |
| Some of his grades are letter grades and some "credit-no credit" grades | Grade status in all units in each category falls in the applicable foregoing description | Grade status in all units so attempted in each category falls in the applicable foregoing description |

| Student Status | Units Designated |
|---|---|
| He is transferring to the junior college | All units previously attempted in any college or university and in grades 13 and 14 of a junior college |
| He is a full-time student | Units attempted in grades 13 or 14 during the semester or quarter immediately preceding |
| He is a part-time student and has attempted in any college or university, or grades 13 or 14 of a junior college, a total of 12 semester units (or the equivalent of quarter units) | All units so attempted |

(continued)

2. Minimum standard shall require that a student who has been dismissed shall not be reinstated until one semester (or if the college is on the quarter system, two quarters) has elapsed after the dismissal, unless the students comes within the exception set forth in rules adopted by the governing board.

*Added 2/19/68

APPENDIX II(C)

The Peralta Colleges

College Catalogs

1972-73

Grading Standards

APPENDIX II(C)

EXCERPTS from COLLEGE OF ALAMEDA CATALOG
Pgs. 15. 16. 17

## ATTENDANCE POLICY

Regular class attendance is required of all students. Instructors will set attendance policies for each class, and it is the student's responsibility to know and conform to each policy.

Instructors may drop a student from class if the number of absences exceeds the number of times the class meets in one week. Absences are to be cleared directly with the instructor.

Leaves of absence may be granted for limited periods to cover illness, hospitalization, or extreme emergencies. Contact each instructor concerned.

## GRADING SYSTEM

Evaluation through grading is the responsibility of each instructor. Once awarded, grades may not be changed except where evidence is presented that a clerical error was involved.

The grades and grade points awarded by College of Alameda are defined as follows:

| Grade | Definition | Grade Points |
|---|---|---|
| A | Excellent | 4 points for each unit |
| B | Good | 3 points for each unit |
| C | Average | 2 points for each unit |
| D | Passing | 1 point for each unit |
| *F | Failure | 0 points for each unit |
| I | Incomplete | 0 points for each unit |
| W | Withdrawal | 0 points for each unit |
| CR | Credit | 0 points for each unit |
| NCR | No Credit | 0 points for each unit |

The nonpunitive grade of "W" is given for courses dropped between the fourth week and the end of the quarter, as well as for nonattendance drops. A student may elect to receive a grade of "W" at any time up to and including the College's scheduled final examination date if he so requests in writing. A "W" will not appear on the transcript for courses dropped before the fourth week of the quarter **(Census Day)**. The student should make every effort to contact the instructor personally for a course to be dropped. Drop cards are available in the Registrar's Office. The grade of "F" will only be awarded, on special request to the instructor by a student, in lieu of a "W."

Arrangements shall be made with the instructor to change an incomplete ("I") to a letter grade ("A," "B," "C," "D," "F," "W") before the end of the eighth week of the next quarter of attendance.

The grade "CR" (successful completion of a course) or "NCR" (completion of a course but failed to meet standards) may not be changed to a letter grade.

## GRADE POINT AVERAGES

A student's grade point average (GPA) is computed by dividing the total units attempted into the total grade points earned.

| Grade | Units Attempted | Units Completed | Grade Points |
|---|---|---|---|
| A, B, C, D | Counted | Counted | Counted |
| F | Counted | Not Counted | Not Counted |
| I, W, NCR | Not Counted | Not Counted | Not Counted |
| CR | Not Counted | Counted | Not Counted |

## REPETITION OF COURSES

Only a course in which a grade of "D," "F," "I," "W," or "NCR" was received may be repeated. If a "D" grade course is repeated, the grade for each attempt will be included in the grade point average, but units earned will be credited only once.

Courses in which the student receives a "C" grade or better may not be repeated unless the college catalog indicates that the course may be repeated for unit credit.

## CREDIT/NO-CREDIT POLICY

In designated courses students may elect to take the course on a credit/no-credit basis rather than receive a letter grade. Upon successful completion of a credit/no-credit course the student earns the specified number of units and his record will show CR. If the student's work is unsatisfactory, his record at the end of the course will show NCR.

All courses listed in the Announcement of Courses are identified by a symbol that appears directly after the number of the course. Courses fall into these categories.

1. Courses taken for letter grade only **(no symbol)**
2. Courses taken for credit/no-credit only **(symbol ††)**
3. Courses that may be taken either for a letter grade or on credit/no-credit basis **(symbol†)**

A student may enroll in **one** credit/no-credit transfer course each quarter. See your counselor for transfer course requirements.

In courses that may be taken either for a letter grade or on a credit/no-credit basis the student must choose which he desires. During the fourth week of the quarter, the student must indicate to the instructor on the proper form whether he is enrolled for a letter grade or on a credit/no-credit basis.

The designation credit/no-credit (CR or NCR) may not be changed to a letter grade.

## WITHDRAWAL

A student who withdraws from a class or the College during the quarter will receive a grade of "W" in each course involved. The student is responsible for notifying his instructors.

## CHRONIC WITHDRAWAL FROM COURSES

At the end of each academic year, students who have enrolled in 15 or more quarter units during the previous three quarters will have their records reviewed. Those students whose units of "W" in the academic year equal or exceed the number of units completed shall be required to petition for readmission to the college.

## CREDIT BY EXAMINATION

Enrolled students who have had substantial prior experiences in the content of college-level courses may file a petition challenging a course listed in the College Catalog. If the petition is approved by the

---

*** Students will receive a "W" unless they elect to take a grade of "F."**

EXCERPTS from FEATHER RIVER COLLEGE CATALOG
Pgs. 22, 23, 24

## LIMITATION ON UNIT LOAD

A unit load of 18 units per quarter is considered maximum. Students are urged to carry between 15 and 18 units in order to pursue their regular academic program each quarter. In order to take more than the maximum, approval must be obtained by petition from the Office of Instruction and the student's adviser.

## SCHOLASTIC STANDARDS

Each instructor assigns grades to his students based on standards established as appropriate for each class. Written papers, participation in class discussion, midterm and final examinations may be used by an instructor to determine grades. **It is the student's responsibility to know the criteria used in grading by his instructors. Students should consult with instructors during office hours for assistance and clarification of individual instructors' grading policy.**

## GRADES AND GRADE POINTS

Awarding grades to students is the responsibility of the instructor of the course in which the student is enrolled. Once awarded, grades may not be changed except where evidence is presented that a clerical error has occurred. Upon presentation of the facts of the situation, the President of the College may authorize a change in grade. Scholarship marks and grade point values are as follows:

| | | |
|---|---|---|
| A | Excellent | 4 points per unit |
| B | Above Average | 3 points per unit |
| C | Average | 2 points per unit |
| D | Barely Passing | 1 point per unit |
| F | Failure | 0 |
| Inc. | *Incomplete | 0 |
| W | **Withdrawal | 0 |
| CR-NCR | ***Credit-No Credit | 0 |

*To clear an "Inc." grade, a student must make arrangements with the instructor at least four weeks prior to the end of the following quarter in residence at Feather River College. Failure to clear the "Inc." grade will result in the "Inc." becoming an automatic "W" at the end of the succeeding quarter in which the "Inc." was given.

**The responsibility for withdrawal from a class belongs to the student.

***One credit-no credit course may be taken per quarter for a total of 15 units of the required ninety. If a student is enrolled in a transfer program, he is urged to check the catalog of the College he plans to transfer to, in order to determine whether a credit-no credit course is accepted. Credit-no credit courses may not be taken in the student's major field.

The cumulative grade point average (gpa) is computed by dividing the total number of units a student has attempted into the total number of grade points he has earned.

## REPEATING A COURSE

Unless the course description states to the contrary, students are not permitted to repeat a course in which a grade of "C" or higher was achieved. Where a course is repeated, the units will be counted once. The new and old grades are both placed on the student's permanent record and used in computing grade point averages. Duplicate credit cannot be given for college courses which are taken after completing an equivalent in high school, unless approved by the Office of Instruction. No credit can be given for courses which duplicate those taken previously at another college.

## ABSENCE FROM CLASS

Any student absent without permission from any class for more times than that class meets in one week may be recommended to the Dean of Student Personnel Services for immediate drop from that class.

## CHRONIC WITHDRAWAL FROM COURSES

At the end of the spring quarter of each year, students who have enrolled in a total of 15 quarter units or more during the previous three quarters will have their records reviewed. Those students whose units of "W" in the academic year equal or exceed the number of units completed shall be required to petition for readmission to the College.

# EXCERPTS from LANEY COLLEGE CATALOG Pgs. 24, 25, 27

## SCHOLASTIC STANDARDS

Each instructor assigns grades to his students based on standards established as appropriate for each class. Written papers, participation in class discussion, midterm and final examinations may be used by an instructor to determine grades. It is the student's responsibility to know the criteria used in grading by his instructors. Students should consult with instructors during office hours for assistance.

## GRADES AND GRADE POINTS

Scholarship marks with grade point values used at Laney College are as follows:

| | | |
|---|---|---|
| A | Excellent | 4 points for each unit |
| B | Good | 3 points for each unit |
| C | Average | 2 points for each unit |
| D | Passing | 1 point for each unit |
| F | Failure | 0 points for each unit |
| I | Incomplete | 0 units attempted or completed |
| W | Withdrawal | 0 units attempted or completed |

The cumulative grade point average (GPA) is computed by dividing the total number of grade points earned by the total number of units attempted.

Students are permitted to repeat a course once. If a course is repeated, the grades for each attempt are recorded; however, unit credit is granted for only the first completion.

A grade of "incomplete" may be assigned in cases of illness, etc. when the student has discussed his "incomplete" with the instructor and a definite plan for making up the work within the next semester in which the student is enrolled has been agreed upon.

A grade of "incomplete" must be made up within the next semester in which the student is enrolled or no later than one college year if the student is not enrolled. If this is not done, the "incomplete" remains an "incomplete" and cannot be "made-up" or changed to a "W."

A student may drop a class at any time during the semester without penalty and receive grade "W" in the class concerned, regardless of the grade being earned. It is the student's responsibility to inform the instructor that he is withdrawing, and failure to do so could result in receiving an undesired grade.

Also, a student may, at the time of final examination, request a "W". This is done by filing a "Conditional Petition."

A student may request a progress report from his instructor during the semester.

## DEFINITION OF A UNIT OF CREDIT

One unit of credit is defined as one hour of recitation or lecture (together with the required two hours of outside preparation for each hour of recitation or lecture), or three hours of laboratory work, each week for a semester of 18 weeks.

## ATTENDANCE REGULATIONS

Regular attendance is required at every meeting of all courses for which students are enrolled. Responsibility for making up work missed because of absence rests with the student. District policy does not permit attendance in class except by students registered in the class for credit. Leaves of absence may be granted by instructors for limited periods to cover illness, hospitalization or acute emergencies.

## HONOR STUDENTS

Full-time students who earn a grade point average of 3.0 or better for a semester are honored by being placed on the Dean's List for the semester concerned.

## REPETITION OF A COURSE

Students are permitted to repeat a course once. The repeat is so noted on the student's record; both grades are computed in the grade-point average and unit credit is granted for the first completion only. Students who have received credit in a subject may not enroll for credit in a class of lower level in the same subject.

## CREDIT BY EXAMINATION

Credit by examination may be granted under special circumstances. To apply for the opportunity to seek credit by examination, the student must be registered at Laney College, in good standing, and must have completed a minimum of 6 units at Laney College. Such credit cannt be counted toward the 15-unit residence requirement for graduation.

Information regarding credit allowable and procedures may be obtained from the Admissions and Records Office.

## WITHDRAWAL FROM COLLEGE

Students who officially withdraw before the end of the semester will receive grade "W."

Students who withdraw from the College are urged to investigate educational opportunities afforded by the adult education facilities in various northern Alameda County school districts.

## DISMISSAL

College policy provides that a student may be placed on probation, suspended or expelled for violation of the Code of Student Conduct. Copies of the Code of Student Conduct will be provided to all students during registration, and are available in the Student Personnel Services office.

## TRANSCRIPT OF RECORD

Official transcripts are mailed directly to other educational institutions upon written request by a student or the institution concerned. Two transcripts are provided without cost to the student. A charge is made for additional copies. Transcripts will not be issued until all fiscal obligations due the campus are cleared.

EXCERPTS
from
MERRITT
COLLEGE
CATALOG

Pgs. 18-22

depth an area or problem of his choice under the supervision of a member of the staff. The student may enroll in one individual study course per quarter provided a faculty member is willing to supervise his work and the department chairman approves of the project.

## CREDIT BY EXAMINATION

Registered students who have had substantial prior experience in the content of certain Technical Division courses and who can present adequate evidence of this experience may petition to complete a course listed in the current catalog by comprehensive examination and receive college credit. For further information students should contact the Technical Division.

## CHANGE OF PROGRAM

The number of units in which a student is enrolled cannot be increased or any substitution made in courses taken for credit after the date designated in the calendar.

## REPEATING A COURSE

Students are not permitted to repeat a course where a grade of "C" or higher was received. Students may repeat, within the limits of enrollment, a course in which the grade was W, CR, INC, D, or NCR. In cases of repeated courses, the first grade will be changed to "W." Students who have credit in a subject may not take a class of lower level in the same subject.

## GRADING POLICY

Scholarship marks used by the College, with grade point values per unit, are as follows:

| Grade | Points | |
|---|---|---|
| A | 4 | —Excellent |
| B | 3 | —Good |
| C | 2 | —Average |
| D | 1 | —Passing |
| Inc. | 0 | —Incomplete. This indicates satisfactory, but not completed work. May be changed to a letter grade by instructor. Will be changed to "W" upon student written petition. |
| CR | 0 | —Credit. Shows successful completion of a course designated in the catalog as a credit/noncredit course. May not be changed to a letter grade. |
| NCR | 0 | —Noncredit. Indicates completion of a course, but failure to meet the standards for the course. May be assigned whether a student is enrolled on a letter grade basis or credit/noncredit basis. NCR may not be changed to a letter grade. |
| W | 0 | —Withdrawal. Given for courses dropped between the fourth week and the end of the quarter. Courses dropped during the first four weeks of instruction will not appear on the permanent record. "W" will be given for nonattendance drops. A student will receive a grade of "W" at any time up to and including the last day of final examination week if he so requests in writing. A properly assigned "W" may not be changed to a letter grade, including INC, nor may it be removed. |

This grading policy became effective winter quarter, 1970, without being retroactive.

The cumulative grade-point average (gpa) is computed by dividing the total number of units a student has attempted into the total number of grade points he has earned.

## ACADEMIC RECOGNITION

Full-time students who earn a grade-point average of 3.0 or better for a quarter are honored by being placed on the Dean's list for the quarter concerned.

Students who receive the Associate in Arts degree are graduated "with honors" if they have a cumulative grade-point average of 3.10 to 3.74. Those with a cumulative grade-point average of 3.75 and above are graduated "with highest honors."

## CREDIT/NONCREDIT COURSES

In designated courses students may elect to take the course on a credit/noncredit basis rather than receive a letter grade. Upon successful completion of a credit/noncredit course the student earns the specified number of units and his record will show CR. If the student's work is unsatisfactory his record at the end of the course will show NCR.

**All courses listed in the Announcement of Courses are identified by a symbol that appears directly after the number of the course. Courses fall into these categories:**

1 Courses taken for letter grade only (no symbol)

2 Courses taken for credit/noncredit only (symbol = ††)

3 Courses that may be taken either for a letter grade or on credit/noncredit basis (symbol = †)

A student may enroll in credit/noncredit courses under the following conditions:

1. A course may be taken on a credit/noncredit basis only once. The course may be repeated as a letter grade course. Students repeating courses in which the original grade was CR or NCR may have the original grade changed to "W."
2. A course selected for credit/noncredit grading may not be one required in the student's major. If a student changes his major, courses he has taken on credit/noncredit basis will not count as satisfying major requirements.
3. The course selected may not be used to satisfy general education or breadth requirements.
4. Students planning transfer to four-year colleges are cautioned that in most cases courses in which a grade of CR was earned will not be counted toward courses required in a major, nor will they be counted toward breadth requirements. Furthermore, limitations are imposed on the number of units of CR that will be counted toward a bachelor's degree. (Consult the catalog of the college to which you intend to transfer.)
5. The designation credit/noncredit (CR or NCR) may not be changed to a letter grade. ("W" is not a letter grade.)

## PROBATION AND RETENTION POLICY

**Academic Good Standing.** To remain in good academic standing, a student must maintain a cumulative grade-point average of 2.0 or higher. Students who have a cumulative grade-point average of less than 2.0 will be considered scholastically deficient. There are three conditions of scholastic deficiency:

1. **Academic Probation:** A student on academic probation due to a cumulative grade-point average of less than 2.0 shall receive special counseling, including possible reduction of his study load. A student who has a cumulative grade-point average of less than 2.0 at the end of any term (either quarter or summer session) shall be placed on probation during the following term of attendance, and shall remain on probation until his cumulative grade-point average is 2.0 or higher.
2. **Subject to Dismissal:** A probationary student who has a cumulative

grade-point average of less than 1.75 at the end of any term shall be subject to dismissal. A student who is subject to dismissal and who completes a given term with a 2.0 grade-point average for the term, shall continue to be subject to dismissal if he has a cumulative grade-point average of less than 1.75.

3. **Dismissed:** A student who is subject to dismissal and completes a given term with less than a 1.75 average for that term, and who has cumulatively attempted 15 quarter units or more shall be dismissed.

## CHRONIC WITHDRAWAL FROM COURSES

At the end of the spring quarter of each college year, students who have enrolled in a total of 15 quarter units or more during the previous three quarters will have their records reviewed. Those students whose units of "W" in the academic year equal or exceed the number of units completed shall be required to petition for readmission to the college.

## TRANSFER STUDENTS

A student transferring to Merritt College shall be on academic probation if his grade-point average in all units previously attempted at a university, four-year or community college is below 2.0. Thereafter, he is subject to the Merritt College probation and retention policy.

## ATTENDANCE POLICIES

Regular attendance is expected at every meeting of all courses in which students are enrolled. When students must be absent because of illness, hospitalization, or acute emergencies, they report such absences to their instructors on returning to classes. Instructors are authorized to drop a student for nonattendance if the student fails to attend regularly and his absences are considered by the instructor as "unexcused." Failure to attend class may be taken into consideration by instructors in assigning grades.

Leaves of absence may be granted for limited periods to cover illness, hospitalization, or acute emergencies. Requests for such leaves should be made to the Office of Student Personnel either in person or by phone.

Responsibility for making up work missed because of absence rests with the student.

Attendance in classes is limited to those who are regularly enrolled in those classes.

Instructors will announce their attendance policy at the beginning of the course.

## CENSUS DAY

To become eligible for apportionment of state funds for support of the college, each college must establish an Average Daily Attendance (ADA). This is established by submitting enrollment on a specific day in the quarter - Census Day. Census Day is Monday of the fourth week of regularly scheduled classes. The college's portion of state financial support is dependent on the number of students actively enrolled on that day.

## DROPPING CLASSES

A student may drop a class at any time during the quarter. The student's class drop card must be obtained from the instructor involved and deposited with the Office of Student Personnel Services. A grade of "W" will be recorded.

## WITHDRAWAL FROM COLLEGE

Students who withdraw from the College at any time during the quarter should make their withdrawal official through the Office of Student Personnel Services. Official withdrawal insures an honorable dismissal that is reflected on any transcripts the student may later request from the College.

Students who withdraw from the College are urged to investigate educational opportunities afforded by adult education facilities in various northern Alameda County school districts.

EXCERPTS from NORTH PERALTA COMMUNITY COLLEGE (Grove Street)
Pgs. 19, 20, 21

## GRADING SYSTEM

The grades and grade point averages awarded by the Grove Street College are as follows:

A—Excellent —4 grade points per unit
B—Good —3 grade points per unit
C—Average —2 grade points per unit
D—Passing —1 grade point per unit
I—Incomplete —0 grade points per unit
W—Withdrawal —0 grade points per unit
CR—Credit —0 grade points per unit
NCR—No Credit —0 grade points per unit

Awarding of grades to students is the responsibility of the instructor of the course in which the student is enrolled. Students who feel that an incorrect grade was issued should consult the instructor. Once awarded, grades may not be changed except where evidence is presented that a clerical error is involved. In rare cases where extenuating circumstances exist the Dean of Instruction may approve an instructor's request to make a grade change. Students may appeal a grade through a petition which may be obtained from the Office of Student Personnel Services.

A grade of "W" is given for courses dropped and for nonattendance drops. A student may also elect to receive a grade of "W" at any time up to and including the final examination date if he so requests.

A grade of "I" may be changed to a letter grade within the next quarter the student is registered. Arrangements shall be made with the instructor to make up an incomplete grade.

The grade of "CR" shows successful completion of a course which has been designated in the catalog as a credit/no credit course. This grade may not be changed to a lettter grade.

## ACADEMIC RECOGNITION

Full-time students who earn a grade point average of 3.0 or better for a quarter are honored by being placed on the Dean's List for the quarter concerned.

Students who receive the Associate in Arts degree are graduated "with honors" if they have a cumulative grade-point average of 3.10 to 3.74. Those with a cumulative grade-point average of 3.75 and above are graduated "with highest honors."

## CREDIT/NONCREDIT COURSES

In designated courses, students may elect to take the course on a credit/noncredit basis rather than receive a letter grade. Upon successful completion of a credit/noncredit course the student earns the specified number of units and his record will show CR. If the student's work is unsatisfactory his record at the end of the course will show NCR.

All courses listed in the Announcement of Courses are identified by a symbol that appears directly after the number of the course. Courses fall into these categories:

1. Courses taken for letter grade only (no symbol)
2. Courses taken for credit/noncredit only (symbol=††)
3. Courses that may be taken either for a letter grade or on credit/noncredit basis (symbol=†)

Before a student may enroll in any course **except remedial or orientation** on a credit/noncredit basis he must have completed 12 quarter units in courses for which letter grades are given with a 2.0 grade-point average. Thereafter he may enroll in one credit/noncredit course each quarter under the following conditions:

1. A course may be taken on a credit-noncredit basis only once. The course may be repeated as a letter grade course.
2. If a student has received a noncredit grade (NCR) in two courses he is no longer eligible to take courses on a credit/noncredit basis.
3. A course selected for credit/noncredit grading may not be one required in the student's major. If a student changes his major, courses he has taken on credit/noncredit basis will not count as satisfying major requirements.
4. The course selected may not be used to satisfy general education or breadth requirements.
5. In courses that may be taken either for a letter grade or on a credit/noncredit basis the student must choose which he desires. Prior to the end of the sixth week of instruction, as specified in the college calendar, the student must indicate to the instructor whether he is enrolled for a letter grade or on a credit/noncredit basis.
6. The designation credit/noncredit (CR or NCR) may not be changed to a letter grade.

## CHRONIC WITHDRAWAL FROM COURSES

At the end of the spring quarter of each college year, students, who have enrolled in a total of 15 quarter units or more during the previous three quarters will have their records reviewed. Those students whose units of "W" in the academic year equal or exceed the number of units completed shall be required to petition for readmission to the college.

APPENDIX III(A)

# The Peralta Colleges

## Percent Distribution of Grades

## Spring 1972

## THE PERALTA COLLEGES

### Percent Grade Distributions By College

### Spring 1972

| COLLEGE | GRADE | Percent of Total Grades Awarded by College | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | ALAMEDA | F R C | NO. PERALTA | LANEY | MERRITT | ALL PERALTA | |
| | | | | | | | Average* | Median Scores** |
| District Summary | Number | 11,884 | 2,627 | 5,099 | 41,719 | 21,453 | 82,782 | |
| | A | 27% | 25% | 25% | 19% | 23% | 21.9% | 25% |
| | B | 23 | 20 | 24 | 18 | 24 | 20.7 | 23 |
| | C | 14 | 15 | 13 | 13 | 15 | 13.4 | 14 |
| | D | 2 | 3 | 1 | 2 | 2 | 2.0 | .02 |
| | F | 0 | 1 | 0 | 0 | 0 | 0.1 | 00. |
| | I | 4 | 2 | 4 | 3 | 4 | 2.6 | .04 |
| | W | 29 | 27 | 32 | 45 | 29 | 37.0 | 29 |
| | NCR | 0 | 2 | 0 | 0 | 1 | .3 | 0 |
| | CR | 1 | 2 | 0 | 0 | 2 | 1.0 | .01 |
| | NG | 0 | 3 | 1 | 0 | 0 | 0.3 | 00 |

* The all Peralta averages are based upon aggregate data.

** This column is a breakdown of all Peralta median scores, i.e., that part of the distribution where 50% of the scores fell above and below the raw scores. The median scores are more valid measures of central tendency in this instance since the grade distribution is shown in terms of average percentages. Averaging these averages distorts the mean since the "N" that these averages represent is not equal.

APPENDIX III(B)

Grade Distribution Study
Bureau of Junior College General Education

Spring 1967, Semester or Quarter

APPENDIX III (B)

## GRADE DISTRIBUTION STUDY
Bureau of Junior College General Education
Spring 1967, Semester or Quarter

| COURSE NAME | COURSE ENROLL-MENT | DROPS WITH-DRAWALS | NUMBER COMPLETING COURSE | GRADES OF STUDENTS WHO COMPLETED THE COURSE | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | A | B | C | D | F | INC. |
| **Accounting** | 14,311 | 3,713<br>25.9% | 10,598 | 1,610<br>15% | 2,824<br>26% | 3,734<br>35% | 1,452<br>13% | 944<br>8% | 34<br>0% |
| **Aeronautics** | 2,451 | 420<br>17.1% | 2,031 | 343<br>16% | 626<br>30% | 690<br>33% | 201<br>9% | 135<br>6% | 36<br>1% |
| **Agriculture** | 3,676 | 409<br>11.1% | 3,267 | 534<br>16% | 1,020<br>31% | 1,199<br>36% | 323<br>9% | 180<br>5% | 11<br>0% |
| **Anatomy/Physiology** | 4,238 | 829<br>19.6% | 3,409 | 395<br>11% | 878<br>25% | 1,428<br>41% | 463<br>13% | 238<br>6% | 7<br>0% |
| **Anthropology** | 10,804 | 1,965<br>18% | 8,839 | 833<br>9% | 2,124<br>24% | 3,984<br>45% | 1,274<br>14% | 592<br>6% | 32<br>0% |
| **Architecture/Drafting** | 3,222 | 674<br>20.9% | 2,548 | 534<br>20% | 832<br>32% | 805<br>31% | 178<br>6% | 192<br>7% | 7<br>0% |
| **Art Activity** | 22,563 | 4,189<br>18.5% | 18,374 | 3,615<br>19% | 7,045<br>38% | 5,597<br>30% | 1,030<br>5% | 1,005<br>5% | 82<br>0% |
| **Art Theory** | 18,093 | 3,036<br>16.7% | 15,057 | 2,479<br>16% | 4,518<br>30% | 5,593<br>37% | 1,424<br>9% | 978<br>6% | 65<br>0% |
| **Astronomy** | 5,280 | 1,054<br>19.9% | 4,226 | 522<br>12% | 1,115<br>26% | 1,836<br>43% | 537<br>12% | 201<br>4% | 15<br>0% |
| **Bacteriology** | 555 | 88<br>15.8% | 467 | 54<br>11% | 138<br>29% | 208<br>44% | 55<br>11% | 12<br>2% | 0% |
| **Biology/Microbiology** | 21,208 | 3,870<br>18.2% | 17,338 | 1,744<br>10% | 4,070<br>23% | 7,711<br>44% | 2,665<br>15% | 1,067<br>6% | 81<br>0% |
| **Botany** | 2,111 | 286<br>13.5% | 1,825 | 220<br>12% | 509<br>27% | 728<br>39% | 273<br>14% | 85<br>4% | 10<br>0% |
| **Business Courses** | 70,046 | 16,135<br>23% | 53,911 | 8,235<br>15% | 15,860<br>29% | 19,600<br>36% | 5,902<br>10% | 4,126<br>7% | 188<br>0% |
| **Business Law** | 7,684 | 1,641<br>21.3% | 6,043 | 709<br>11% | 1,652<br>27% | 2,592<br>42% | 697<br>11% | 378<br>6% | 15<br>0% |
| **Chemistry** | 15,761 | 3,405<br>21.6% | 12,356 | 1,195<br>9% | 2,795<br>22% | 5,510<br>44% | 1,960<br>15% | 874<br>7% | 22<br>0% |
| **Drama/Theater Arts** | 7,344 | 1,329<br>18% | 6,015 | 1,866<br>31% | 2,073<br>34% | 1,424<br>23% | 291<br>4% | 329<br>5% | 32<br>0% |

| COURSE NAME | COURSE ENROLLMENT | DROPS WITHDRAWALS | NUMBER COMPLETING COURSE | GRADES OF STUDENTS WHO COMPLETED THE COURSE | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | A | B | C | D | F | INC. |
| **Earth Science** | 551 | 57<br>10.2% | 494 | 46<br>9% | 134<br>27% | 220<br>44% | 75<br>15% | 18<br>3% | 1<br>0% |
| **Economics** | 15,302 | 2,828<br>18.4% | 12,474 | 1,154<br>9% | 3,120<br>25% | 5,656<br>45% | 1,806<br>14% | 688<br>5% | 50<br>0% |
| **Education** | 986 | 174<br>17.6% | 812 | 181<br>22% | 241<br>29% | 269<br>33% | 44<br>5% | 28<br>3% | 49<br>6% |
| **Electronics/Drafting** | 4,113 | 945<br>22.9% | 3,168 | 597<br>18% | 925<br>29% | 1,034<br>32% | 330<br>10% | 258<br>8% | 24<br>0% |
| **Engineering/Drafting** | 8,318 | 1,480<br>17.8% | 6,838 | 1,124<br>16% | 2,079<br>30% | 2,534<br>37% | 648<br>9% | 435<br>6% | 18<br>0% |
| **English Composition** | 65,779 | 15,095<br>22.9% | 50,684 | 3,961<br>7% | 13,337<br>26% | 22,114<br>43% | 6,981<br>13% | 3,934<br>7% | 357<br>0% |
| **English Literature** | 19,939 | 3,265<br>16.3% | 16,674 | 2,344<br>14% | 5,581<br>33% | 6,460<br>38% | 1,510<br>9% | 701<br>4% | 78<br>0% |
| **Fire Science** | 2,371 | 354<br>14.9% | 2,017 | 442<br>21% | 843<br>41% | 555<br>27% | 86<br>4% | 71<br>3% | 20<br>0% |
| **Foreign Languages** | 22,990 | 5,387<br>23.4% | 17,603 | 3,652<br>20% | 5,634<br>32% | 5,534<br>31% | 1,809<br>10% | 913<br>5% | 61<br>0% |
| **Geography** | 8,935 | 1,541<br>17.2% | 7,394 | 850<br>11% | 1,822<br>24% | 3,049<br>41% | 1,125<br>15% | 506<br>6% | 42<br>0% |
| **Geology** | 9,367 | 1,478<br>15.7% | 7,889 | 842<br>10% | 1,975<br>25% | 3,391<br>42% | 1,142<br>14% | 521<br>6% | 18<br>0% |
| **Health/First Aid** | 39,281 | 5,907<br>15% | 33,374 | 3,950<br>11% | 8,719<br>26% | 13,519<br>40% | 4,544<br>13% | 2,454<br>7% | 188<br>0% |
| **History** | 69,667 | 12,793<br>18.3% | 56,874 | 4,993<br>8% | 13,647<br>23% | 24,014<br>42% | 9,582<br>16% | 4,432<br>7% | 206<br>0% |
| **Home Economics Activity** | 4,201 | 702<br>16.7% | 3,499 | 849<br>24% | 1,347<br>38% | 950<br>27% | 217<br>6% | 127<br>3% | 9<br>0% |
| **Home Economics Theory** | 5,912 | 854<br>14.4% | 5,058 | 811<br>16% | 1,835<br>36% | 1,860<br>36% | 379<br>7% | 156<br>3% | 17<br>0% |
| **Industrial Technology** | 4,896 | 836<br>17% | 4,060 | 696<br>17% | 1,299<br>31% | 1,366<br>33% | 322<br>7% | 372<br>9% | 5<br>0% |

| COURSE NAME | COURSE ENROLL-MENT | DROPS WITH-DRAWALS | NUMBER COMPLETING COURSE | GRADES OF STUDENTS WHO COMPLETED THE COURSE | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | A | B | C | D | F | INC. |
| Insurance | 311 | 57<br>18.6% | 254 | 38<br>14% | 79<br>31% | 97<br>38% | 18<br>7% | 12<br>4% | 10<br>3% |
| Journalism | 2,902 | 454<br>15.6% | 2,448 | 807<br>32% | 821<br>33% | 576<br>23% | 149<br>6% | 95<br>3% | 0% |
| Mathematics | 48,878 | 12,839<br>26.2% | 36,039 | 5,017<br>13% | 8,795<br>24% | 13,023<br>36% | 5,405<br>14% | 3,688<br>10% | 111<br>0% |
| Music Activity | 17,461 | 2,804<br>16% | 14,657 | 8,040<br>54% | 3,667<br>25% | 1,887<br>12% | 471<br>3% | 499<br>3% | 93<br>0% |
| Music Theory | 14,676 | 2,527<br>17.2% | 12,149 | 2,429<br>19% | 3,685<br>30% | 4,043<br>33% | 1,213<br>9% | 748<br>6% | 31<br>0% |
| Nursing | 4,843 | 373<br>7.7% | 4,470 | 679<br>15% | 1,883<br>42% | 1,648<br>36% | 189<br>4% | 59<br>1% | 12<br>0% |
| Orientation | 4,288 | 752<br>17.5% | 3,536 | 827<br>23% | 966<br>27% | 1,213<br>34% | 223<br>6% | 267<br>7% | 40<br>1% |
| Philosophy | 17,082 | 3,393<br>19.8% | 13,689 | 1,406<br>10% | 3,893<br>28% | 5,831<br>42% | 1,703<br>12% | 783<br>5% | 73<br>0% |
| Photography | 2,607 | 486<br>18.6% | 2,121 | 396<br>18% | 791<br>37% | 594<br>28% | 137<br>6% | 191<br>9% | 12<br>0% |
| Physical Education Activity | 137,372 | 19,043<br>13.8% | 118,329 | 35,039<br>29% | 39,912<br>33% | 31,034<br>26% | 4,888<br>4% | 7,285<br>6% | 171<br>0% |
| Physical Education Theory | 10,611 | 1,307<br>12.3% | 9,304 | 2,178<br>23% | 3,396<br>36% | 2,673<br>28% | 559<br>6% | 488<br>5% | 10<br>0% |
| Physical Science | 6,123 | 894<br>14.6% | 5,229 | 474<br>9% | 1,323<br>25% | 2,310<br>44% | 801<br>15% | 292<br>5% | 29<br>0% |
| Physics | 11,272 | 2,058<br>18.2% | 9,214 | 1,126<br>12% | 2,540<br>27% | 4,015<br>43% | 1,059<br>11% | 443<br>4% | 31<br>0% |
| Political Science | 33,640 | 6,740<br>20% | 26,900 | 2,439<br>9% | 6,390<br>23% | 11,502<br>42% | 4,431<br>16% | 2,031<br>7% | 107<br>0% |
| Psychology | 49,056 | 9,237<br>18.8% | 39,819 | 4,599<br>11% | 9,769<br>24% | 17,226<br>43% | 5,458<br>13% | 2,614<br>6% | 153<br>0% |
| Sociology | 25,570 | 4,329<br>16.9% | 21,241 | 2,170<br>10% | 6,084<br>28% | 9,000<br>42% | 2,731<br>12% | 1,157<br>5% | 99<br>0% |

| COURSE NAME | COURSE ENROLLMENT | DROPS WITHDRAWALS | NUMBER COMPLETING COURSE | GRADES OF STUDENTS WHO COMPLETED THE COURSE | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | A | B | C | D | F | INC. |
| **Speech** | 22,821 | 4,399<br>19.2% | 18,422 | 2,525<br>13% | 7,025<br>38% | 7,068<br>38% | 1,057<br>5% | 684<br>3% | 63<br>0% |
| **Zoology** | 4,811 | 648<br>13.4% | 4,163 | 454<br>10% | 1,081<br>25% | 1,713<br>41% | 630<br>15% | 271<br>6% | 14<br>0% |
| TOTAL | 906,279 | 169,079<br>18.6% | 737,200 | 122,023<br>16% | 212,717<br>28% | 270,617<br>36% | 80,447<br>10% | 48,557<br>6% | 2,839<br>0% |

GPA = 2.54

**Editor's Note:**

The data contained in this survey was compiled by Carl G. Winter and Kenneth Wood in the Bureau of Junior College General Education, State Department of Education, from the total population of all junior colleges in California in the Spring of 1967. N=76, 100% response. Henry Tyler, Executive Secretary of the California Junior College Association conducted similiar surveys in 1955 and 1960, both of which are available from Dr. Lloyd E. Messersmith, Executive Director, California Junior College Association, 2017 "O" Street, Sacramento, California 95814.

**Bureau of Junior College General Education**
**California State Department of Education**
**May 20, 1968**

APPENDIX III(C)

# Comparative Grade Distributions

The Peralta Colleges
and
Twenty-seven Northern California
Community Colleges

Spring 1972

## COMPARATIVE GRADE DISTRIBUTIONS
(Percentage In each Category)
Spring Semester/Quarter 1972

| PERALTA | A | B | C | D | F | I | NCR | CR | NG | W | COMMENT |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Alameda | 27 | 23 | .14 | .02 | .0 | .04 | 0 | .01 | 0 | .29 | |
| Feather River | 25 | 20 | .15 | .03 | .01 | .02 | .02 | .02 | .03 | .27 | |
| No. Peralta | 25 | 24 | .13 | .01 | .00 | .04 | .00 | .00 | .01 | .32 | |
| Laney | 19 | 18 | .13 | .02 | .00 | .03 | .00 | .00 | .00 | .45 | |
| Merritt | 23 | 24 | 15.15 | .02 | .00 | .04 | .01 | .02 | .00 | .29 | |
| Peralta Av. Mean Grade | 23.8 | 21.3 | 14 | .02 | .20 | 3.4 | .06 | .01 | .08 | .22 | |
| MEDIAN | 25 | 23 | 14 | .02 | .00 | .0 | .00 | .01 | .00 | .29 | |
| **27 Northern CCC** | **A** | **B** | **C** | **D** | **F** | **I** | **NCR** | **CR** | **NG** | **W** | |
| Siskiyous | 34 | 28 | 25 | 9 | 3 | 1 | | | | 9 | Grade distr. fig'd. after W's taken out |
| Sacramento | 15.5 | 23.3 | 20.6 | 4.0 | 0 | | 6 | 2 | | 28.6 | |
| Foothill | 27 | 26 | 16 | 3 | | | 24. | 3 | | | I,W,NCR rptd. together. |
| Diablo | 25.2 | 25.3 | 19.3 | 3.4 | 0.7 | 1.0 | .3 | 3.5 | | 21.2 | |
| Canada | 24.0 | 34.4 | 25.1 | 5.0 | 2.5 | 2.7 | 1.7 | 4.1 | | 24.8 | 99.5+W=124.3 |
| Napa | 23.9 | 25.2 | 14.7 | 1.9 | .2 | | .2 | 1.9 | | 31.9 | |
| Skyline | 22.3 | 30.5 | 26.5 | 5.6 | 1.8 | 1.6 | 1.6 | 9.8 | | 22.7 | 99.7+W=122.4 |
| S.F. City | 22.08 | 32.03 | 29.74 | 6.67 | 9.48 | | 21.15 | 78.85 | | | 100+NCR+CR=200 |
| Cabrillo | 22 | 26 | 20 | 3 | 2 | 3 | 9 | 15 | | 27 | 100+W=127 |
| Merced | 20.4 | 25.3 | 24.8 | 5.3 | 1.8 | 1.3 | .2 | 2.3 | | 18.3 | |
| Reedley | 20 | 26 | 27 | 7 | 2 | 1 | | | | 17 | |
| Solano | 19.1 | 25.7 | 23.6 | 6.0 | 3.1 | .4 | 1.1 | 2.4 | | 18.0 | |
| Fresno | 18 | 24 | 20 | .05 | .02 | .02 | | | | 28 | |
| Contra Costa | 34 | 32 | 25 | 4 | 1 | 2 | .0+ | 5 | | 40 | 103+W=143 |
| Ohlone | 18.89 | 26.27 | 21.70 | 4.10 | .59 | .73 | | | | 27.62 | |
| West Valley | 15 | 30 | 32 | 3 | 1 | 0 | 5 | | | 14 | |
| Santa Rosa | 14.9 | 26.0 | 30.6 | 6.9 | 5.3 | 1.6 | .6 | 1.4 | | NA | Totals: 87.3 |
| Am. River | 31.5 | 30.8 | 25.2 | 4.4 | 5.6 | 1.9 | .01 | .04 | | | |
| Shasta | 28 | 24 | 15 | 2 | .02 | | .00 | 2 | | 30 | |
| Modesto | 20.8 | 21.8 | 16.2 | 3.1 | 1.7 | 1.2 | 2.5 | 5.5 | | 27 | |
| Butte | 24.9 | 24 | 15 | 1.2 | 2 | 1.6 | 1.5 | 4.8 | | 24.2 | |
| San Mateo | 16 | 26 | 23 | 6 | 2 | 2 | 1 | 4 | | 20 | |
| Marin | 26 | 23 | 15 | | | 5 | 3 | 15 | | | Totals: 87 |
| DeAnza | 25 | 24 | 17 | 3 | | 1 | 3 | .7 | | 11 | Totals: 91 |
| Gavilan | 13.41 | 26.31 | 35.3 | 8.2 | | 5.7 | 4.6 | | | 5.9 | |
| S.J.Delta | 23.9 | 26.1 | 19.3 | 3.3 | .6 | .5 | .8 | 3.7 | | 21.3 | |
| West Hills | 22 | 27 | 23 | 6 | 1 | 1 | | | | 20 | |
| TOTAL: MEAN | 22.51 | 26.63 | 23.16 | 4.3 | 2.62 | 1.34 | 3.23 | 6.34 | | 17.72 | |
| TOTAL: MEDIAN | 22.7 | 26.1 | 21 | .04 | .01 | .01 | .01 | .03 | | 22 | |

Editor's Note: The data from the 27 Northern California Community Colleges was compiled by Paul Becker, Dean of Student Services, Columbia College, Columbia, California. The questionnaire made no distinction between regular day and extended day, hence, it is assumed that the percentages reflect aggregate data, or, are averages between regular day and extended day.

APPENDIX III(D)

# California State University and Colleges

## Percent Distribution of Grades Awarded in Undergraduate Courses

Spring 1971

# CALIFORNIA STATE UNIVERSITY AND COLLEGES

## Spring 1971

### Percent Distribution of Grades Awarded In Undergraduate Courses By The California State University and Colleges, Spring 1971

| GRADE CATEGORY | BAK | CHI | D H | FRE | FUL | L B | L A | POM | SAC | S B | S D | SFV | S F | S J | SLO | SON | STA | SYSTEM TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A | 25.3 | 33.7 | 27.4 | 32.8 | 30.5 | 28.9 | 28.1 | 27.9 | 32.5 | 27.3 | 30.6 | 26.5 | 33.0 | 27.9 | 29.5 | 40.6 | 26.1 | 30.0 |
| B | 37.2 | 38.6 | 37.9 | 37.6 | 37.5 | 38.8 | 37.0 | 34.1 | 37.9 | 35.4 | 35.7 | 36.4 | 38.6 | 38.7 | 35.1 | 39.9 | 38.3 | 37.3 |
| C | 28.9 | 22.8 | 25.4 | 21.9 | 26.1 | 26.5 | 28.2 | 27.4 | 25.0 | 27.2 | 25.4 | 29.5 | 21.4 | 24.7 | 28.1 | 16.5 | 28.5 | 25.7 |
| D | 5.8 | 3.7 | 5.5 | 4.6 | 4.4 | 4.2 | 5.5 | 6.2 | 3.6 | 5.7 | 4.6 | 5.1 | 3.7 | 4.6 | 5.6 | 2.3 | 4.6 | 4.6 |
| F | 2.9 | 1.2 | 3.8 | 1.1 | 1.5 | 1.6 | 1.3 | 4.4 | 1.0 | 4.3 | 3.7 | 2.4 | 3.2 | 4.1 | 1.6 | 0.7 | 2.4 | 2.4 |
| ABCDF Sub-Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Average+ | 2.76 | 3.00 | 2.80 | 2.96 | 2.91 | 2.89 | 2.85 | 2.75 | 2.97 | 2.76 | 2.85 | 2.80 | 2.95 | 2.82 | 2.85 | 3.17 | 2.81 | 2.88 |
| ABCDF Sub-Total | 86.6 | 76.2 | 87.1 | 80.8 | 82.3 | 80.0 | 85.9 | 91.2 | 80.0 | 83.3 | 83.0 | 82.6 | 80.8 | 91.0 | 91.4 | 69.0 | 86.1 | 83.3 |
| Incomplete | 2.7 | 2.2 | 2.6 | 1.6 | 2.3 | 2.7 | 4.4 | 3.2 |  | 3.2 | 3.8 | 4.3 | 2.1 | 3.6 | 2.7 | 7.7 | 2.3 | 2.9 |
| Incomplete-Satisfactory |  |  |  |  |  |  |  |  | 6.0 |  |  |  |  |  |  |  |  | 0.4 |
| Incomplete-Unsatisfactory |  |  |  |  |  |  |  |  | 0.3 |  |  |  |  |  |  |  |  | * |
| Withdrawals | 4.1 | 10.5 | 4.3 | 0.1 |  | 11.9 |  |  | 0.2 | 5.2 | 8.5 | 7.3 | 4.4 | 0.9 | 5.4 | 5.7 | 6.0 | 5.8 |
| Withdrawals-Passing |  |  |  |  | 5.6 |  | 5.8 | 5.5 | 6.5 |  |  |  |  |  |  |  |  | 1.4 |
| Withdrawals-Failing | 0.2 | 0.2 | * | 13.0 |  |  | 0.1 | * | 0.1 | 0.5 | 0.1 |  | 0.2 | * | 0.3 | 0.1 |  | 0.1 |
| Withdrawals-Unauthorized |  |  |  |  |  |  | 1.3 |  |  |  |  | 2.4 |  |  |  | 0.6 |  | 0.3 |
| Audit |  | 0.2 |  |  | 0.2 |  | 2.5 |  | 0.2 |  | 0.1 | 0.3 | 0.4 |  | 0.2 | * | 0.1 | 0.1 |
| Advance Placement |  |  |  |  |  |  |  | 0.1 |  |  |  |  |  |  |  |  |  | * |
| Credit | 1.8 |  |  |  | * |  |  |  | 0.3 | 7.8 | 4.5 | 3.1 |  |  |  |  | 3.5 | 1.1 |
| No Credit |  |  | 0.6 |  |  |  |  |  |  |  |  | * |  |  |  | 1.4 | 1.2 | * |
| Pass | 4.6 | 10.7 | 4.1 | 1.7 | 6.2 | 5.1 |  |  | 5.0 |  |  |  | 8.8 | 4.5 |  | 15.5 |  | 3.6 |
| Pass-No Pass |  |  |  |  |  |  |  | * |  |  |  |  |  |  |  |  |  | * |
| No Pass |  | * |  |  | 0.4 |  |  |  |  |  |  |  |  |  |  |  |  | * |
| No Report |  |  | 1.1 | 2.6 | 3.0 |  | * |  | 0.2 |  |  |  | 3.2 |  |  |  | 0.8 | 0.5 |
| Conditional |  |  |  |  |  |  |  |  |  |  |  |  | 0.1 |  |  |  |  | * |
| Work in Progress |  | * | 0.2 | 0.2 |  | * | * |  | 1.2 |  |  |  |  |  |  |  |  | * |
| Held |  |  |  |  |  | 0.3 |  |  |  |  |  |  | * |  |  |  |  | * |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

*Calculations less than 0.1 percent

+Average Computed From ABCDF Grades

Institutional Research
15 Jun 72

APPENDIX III(E)

University of California

# Percent Distribution of Grades Awarded in Undergraduate Courses

1962-1969

APPENDIX III (E)

Source: Lyle Gainsley
Office of Articulation
U.C., Berkeley

## University of California
## GRADE DISTRIBUTION SUMMARY
## Total Lower Division

July 2, 1970

|  | Total Grades | A |  | B |  | C |  | D |  | E/I |  | F |  | P/S |  | NP/U |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Berkeley |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| F '62 | 48,134 | 7,214 | 15.0 | 15,301 | 31.8 | 18,549 | 38.5 | 3,927 | 8.2 | 724 | 1.5 | 2,307 | 4.8 | 112 | 0.2 |  |  |
| F '69 | 31,653 | 7,040 | 22.3 | 9,238 | 29.2 | 6,235 | 19.7 | 1,172 | 3.7 | 727 | 2.3 | 944 | 3.0 | 5,820 | 18.4 | 471 | 1.5 |
| Davis |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| F '63 | 13,068 | 2,343 | 18.0 | 4,171 | 32.0 | 4,867 | 37.2 | 1,020 | 7.8 | 100 | 0.8 | 448 | 3.4 | 109 | 0.3 | 1 | 0.0 |
| F '69 | 25,703 | 6,119 | 23.8 | 8,411 | 32.7 | 7,540 | 29.3 | 1,267 | 4.9 | 168 | 0.7 | 639 | 2.5 | 1,160 | 4.5 | 222 | 0.9 |
| Irvine |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| F '65 | 4,011 | 554 | 13.8 | 1,310 | 32.7 | 1,522 | 37.9 | 381 | 9.5 | 52 | 1.3 | 192 | 4.8 |  |  |  |  |
| F '69 | 9,079 | 1,986 | 21.9 | 2,463 | 27.1 | 2,104 | 23.2 | 389 | 4.3 | 160 | 1.8 | 104 | 1.1 | 1,802 | 19.8 | 71 | 0.8 |
| Los Angeles |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| F '63 | 34,157 | 5,777 | 16.9 | 11,021 | 32.3 | 12,606 | 36.9 | 2,705 | 7.9 | 390 | 1.1 | 1,490 | 4.4 |  |  |  |  |
| F '69 | 33,844 | 8,061 | 23.8 | 11,013 | 32.5 | 8,876 | 26.2 | 1,457 | 4.3 | 460 | 1.4 | 1,008 | 3.0 | 2,586 | 7.6 | 322 | 1.0 |
| Riverside |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| F '63 | 5,757 | 771 | 13.4 | 1,913 | 33.2 | 2,303 | 40.0 | 504 | 8.8 | 34 | 0.6 | 232 | 4.0 |  |  |  |  |
| F '69 | 8,087 | 1,750 | 21.6 | 2,700 | 33.4 | 2,182 | 27.0 | 260 | 3.2 | 144 | 1.8 | 178 | 2.2 | 737 | 9.1 | 44 | 0.5 |
| San Diego |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| F '64 | 733 | 222 | 30.3 | 263 | 35.9 | 169 | 23.1 | 26 | 3.5 | 1 | 0.1 | 8 | 1.1 |  |  |  |  |
| F '69 | 8,880 | 1,685 | 18.9 | 3,051 | 34.3 | 2,059 | 23.2 | 358 | 4.0 | 71 | 0.8 | 257 | 2.9 | 1,275 | 14.4 | 47 | 0.5 |
| Santa Barbara |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| F '63 | 19,835 | 2,619 | 13.1 | 6,560 | 33.0 | 8,532 | 42.9 | 1,424 | 7.2 | 117 | 0.6 | 633 | 3.2 |  |  |  |  |
| F '69 | 23,174 | 4,552 | 19.6 | 8,348 | 36.0 | 7,091 | 30.6 | 860 | 3.7 | 332 | 1.4 | 422 | 1.8 | 1,404 | 6.0 | 155 | 0.7 |
| Santa Cruz |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| F '65 | 1,641 |  |  |  |  |  |  |  |  | 21 | 1.3 | 174 | 10.6 | 1,446 | 88.1 |  |  |
| F '69 | 4,981 | 2 | 0.0 |  |  | 1 | 0.0 |  |  | 187 | 3.8 | 206 | 4.1 | 4,579 | 91.9 |  |  |
| UW TOTAL<br>F '62, '63, '64,<br>Or '65 | 127,386 | 19,500 | 15.3 | 40,539 | 31.8 | 48,548 | 38.1 | 9,987 | 7.8 | 1,439 | 1.1 | 5,484 | 4.3 | 1,667 | 1.3 | 1 | 0.0 |
| F '69 | 145,406 | 31,202 | 21.5 | 45,224 | 31.1 | 36,088 | 24.8 | 5,763 | 4.0 | 2,249 | 1.5 | 3,758 | 2.6 | 19,356 | 13.3 | 1,342 | 0.9 |

APPENDIX III(F)

# The Peralta Colleges

# Percent Grade Distributions By College By Department

Spring 1972

APPENDIX III (F)

## THE PERALTA COLLEGES

A--Alameda
FR-Feather River
L--Laney
M--Merritt
NP-North Peralta

## Percent Grade Distributions by Colleges
## By Department
## Spring 1972

| Department | Grade | Peralta Campuses | | | | |
|---|---|---|---|---|---|---|
| | | A | FR | NP | L | M |
| Aero Transportation | Number | 357 | 65 | | | 23 |
| | A | 9 | 3 | | | 30 |
| | B | 29 | 4 | | | 44 |
| | C | 27 | 12 | | | 8 |
| | D | 3 | 4 | | | 0 |
| | F | 0 | 3 | | | 0 |
| | I | 2 | 0 | | | 0 |
| | NCR | 0 | 0 | | | 0 |
| | CR | 0 | 0 | | | 0 |
| | NG | 0 | 0 | | | 0 |
| | | | | | | |
| | W | 30 | 47 | | | 18 |

| Department | Grade | Peralta Campuses | | | | |
|---|---|---|---|---|---|---|
| | | A | FR | NP | L | M |
| Animal Tech. | Number | | | | 16 | |
| | A | | | | 25 | |
| | B | | | | 25 | |
| | C | | | | 13 | |
| | D | | | | 12 | |
| | F | | | | 0 | |
| | I | | | | 13 | |
| | NCR | | | | 0 | |
| | CR | | | | 0 | |
| | NG | | | | 0 | |
| | | | | | | |
| | W | | | | 12 | |

| Department | Grade | Peralta Campuses | | | | |
|---|---|---|---|---|---|---|
| | | A | FR | NP | L | M |
| Afro-Am. Black Studies | Number | | | 206 | 899 | 645 |
| | A | | | 20 | 13 | 19 |
| | B | | | 18 | 17 | 22 |
| | C | | | 18 | 15 | 10 |
| | D | | | 1 | 1 | 1 |
| | F | | | 0 | 0 | 0 |
| | I | | | 7 | 4 | 13 |
| | NCR | | | 0 | 0 | 0 |
| | CR | | | 0 | 0 | 0 |
| | NG | | | 0 | 0 | 0 |
| | | | | | | |
| | W | | | 36 | 50 | 35 |

| Department | Grade | Peralta Campuses | | | | |
|---|---|---|---|---|---|---|
| | | A | FR | NP | L | M |
| Anthropology | Number | 27 | | 61 | 322 | 273 |
| | A | 37 | | 29 | 22 | 25 |
| | B | 22 | | 23 | 23 | 26 |
| | C | 0 | | 11 | 12 | 12 |
| | D | 0 | | 0 | 2 | 1 |
| | F | 0 | | 0 | 0 | 0 |
| | I | 19 | | 4 | 0 | 3 |
| | NCR | 0 | | 0 | 0 | 0 |
| | CR | 0 | | 0 | 0 | 0 |
| | NG | 0 | | 0 | 0 | 0 |
| | | | | | | |
| | W | 22 | | 23 | 41 | 33 |

| Department | Grade | Peralta Campuses | | | | |
|---|---|---|---|---|---|---|
| | | A | FR | NP | L | M |
| Anatomy | Number | | | 56 | 90 | 134 |
| | A | | | 25 | 11 | 10 |
| | B | | | 17 | 24 | 13 |
| | C | | | 17 | 28 | 35 |
| | D | | | 0 | 2 | 7 |
| | F | | | 0 | 0 | 0 |
| | I | | | 0 | 0 | 0 |
| | NCR | | | 0 | 0 | 0 |
| | CR | | | 0 | 0 | 0 |
| | NG | | | 0 | 0 | 0 |
| | | | | | | |
| | W | | | 36 | 50 | 35 |

| Department | Grade | Peralta Campuses | | | | |
|---|---|---|---|---|---|---|
| | | A | FR | NP | L | M |
| Apprenticeship | Number | | | 671 | | |
| | A | | | 19 | | |
| | B | | | 31 | | |
| | C | | | 31 | | |
| | D | | | 7 | | |
| | F | | | 1 | | |
| | I | | | 2 | | |
| | NCR | | | 0 | | |
| | CR | | | 0 | | |
| | NG | | | 0 | | |
| | | | | | | |
| | W | | | 9 | | |

| Department | Grade | Peralta Campuses | | | | |
|---|---|---|---|---|---|---|
| | | A | FR | NP | L | M |
| Apprentice | Number | | | 135 | | 278 |
| | A | | | 15 | | 13 |
| | B | | | 31 | | 61 |
| | C | | | 36 | | 17 |
| | D | | | 7 | | 3 |
| | F | | | 0 | | 0 |
| | I | | | 0 | | 0 |
| | NCR | | | 0 | | 0 |
| | CR | | | 0 | | 0 |
| | NG | | | 0 | | 0 |
| | | | | | | |
| | W | | | 10 | | 4 |

| Department | Grade | A | FR | NP | L | M |
|---|---|---|---|---|---|---|
| **Art** | Number | 433 | 281 | 468 | 2559 | 887 |
| | A | 32 | 27 | 22 | 25 | 27 |
| | B | 24 | 26 | 14 | 17 | 25 |
| | C | 11 | 4 | 11 | 6 | 9 |
| | D | 1 | 2 | 0 | 1 | 1 |
| | F | 0 | 0 | 0 | 0 | 0 |
| | I | 7 | 3 | 4 | 1 | 2 |
| | NCR | 0 | 0 | 0 | 0 | 0 |
| | CR | 0 | 0 | 0 | 0 | 0 |
| | NG | 0 | 0 | 0 | 0 | 0 |
| | | | | | | |
| | W | 25 | 35 | 39 | 49 | 35 |

| Department | Grade | A | FR | NP | L | M |
|---|---|---|---|---|---|---|
| Armenian | Number | | | 28 | | |
| | A | | | 7 | | |
| | B | | | 54 | | |
| | C | | | 7 | | |
| | D | | | 4 | | |
| | F | | | 0 | | |
| | I | | | 0 | | |
| | NCR | | | 0 | | |
| | CR | | | 0 | | |
| | NG | | | 0 | | |
| | | | | | | |
| | W | | | 28 | | |

| Department | Grade | A | FR | NP | L | M |
|---|---|---|---|---|---|---|
| **Asian Studies** | Number | | | 36 | 266 | 64 |
| | A | | | 20 | 51 | 25 |
| | B | | | 13 | 18 | 27 |
| | C | | | 14 | 5 | 14 |
| | D | | | 0 | 0 | 0 |
| | F | | | 0 | 0 | 0 |
| | I | | | 6 | 0 | 0 |
| | NCR | | | 0 | 0 | 0 |
| | CR | | | 0 | 0 | 0 |
| | NG | | | 0 | 0 | 1 |
| | | | | | | |
| | W | | | 47 | 26 | 33 |

| Department | Grade | Peralta Campuses | | | | |
|---|---|---|---|---|---|---|
| | | A | FR | NP | L | M |
| Astronomy | Number | | | | 83 | 146 |
| | A | | | | 8 | 5 |
| | B | | | | 10 | 20 |
| | C | | | | 20 | 29 |
| | D | | | | 2 | 9 |
| | F | | | | 0 | 0 |
| | I | | | | 0 | 2 |
| | NCR | | | | 0 | 0 |
| | CR | | | | 0 | 0 |
| | NG | | | | 0 | 0 |
| | | | | | | |
| | W | | | | 60 | 35 |

| Department | Grade | A | FR | NP | L | M |
|---|---|---|---|---|---|---|
| Auto Mechanics | Number | 648 | | | | 139 |
| | A | 19 | | | | 12 |
| | B | 22 | | | | 29 |
| | C | 26 | | | | 36 |
| | D | 5 | | | | 0 |
| | F | 0 | | | | 0 |
| | I | 2 | | | | 0 |
| | NCR | 0 | | | | 0 |
| | CR | 0 | | | | 0 |
| | NG | 1 | | | | 14 |
| | | | | | | |
| | W | 15 | | | | 9 |

| Department | Grade | A | FR | NP | L | M |
|---|---|---|---|---|---|---|
| Bacteriology | Number | | | | 67 | 72 |
| | A | | | | 21 | [illegible] |
| | B | | | | 33 | 17 |
| | C | | | | 22 | 21 |
| | D | | | | 2 | 0 |
| | F | | | | 0 | 0 |
| | I | | | | 0 | 0 |
| | NCR | | | | 0 | 0 |
| | CR | | | | 0 | 0 |
| | NG | | | | 0 | 0 |
| | | | | | | |
| | W | | | | 22 | 46 |

| Department | Grade | A | FR | NP | L | M |
|---|---|---|---|---|---|---|
| Biology | Number | 294 | 237 | 86 | 936 | 26 |
| | A | 14 | 17 | 28 | 11 | 2 |
| | B | 14 | 24 | 17 | 17 | 1 |
| | C | 35 | 22 | 11 | 21 | 2 |
| | D | 5 | 4 | 1 | 5 | [illegible] |
| | F | 0 | 1 | 0 | 0 | [illegible] |
| | I | 0 | 0 | 0 | 0 | 4 |
| | NCR | 0 | 0 | 0 | 0 | [illegible] |
| | CR | 0 | 2 | 0 | 0 | [illegible] |
| | NG | 0 | 0 | 0 | 0 | [illegible] |
| | | | | | | |
| | W | 32 | 30 | 39 | 46 | 3 |

| Department | Grade | Peralta Campuses | | | | |
|---|---|---|---|---|---|---|
| | | A | FR | NP | L | M |
| Botany | Number | | | | 77 | 77 |
| | A | | | | 43 | 13 |
| | B | | | | 24 | 25 |
| | C | | | | 7 | 25 |
| | D | | | | 3 | 0 |
| | F | | | | 0 | 0 |
| | I | | | | 0 | 2 |
| | NCR | | | | 0 | 0 |
| | CR | | | | 0 | 0 |
| | NG | | | | 0 | 0 |
| | | | | | | |
| | W | | | | 23 | 35 |
| Business | Number | 1065 | | 464 | | 775 |
| | A | 24 | | 18 | | 12 |
| | B | 16 | | 23 | | 16 |
| | C | 10 | | 18 | | 22 |
| | D | 3 | | 1 | | 3 |
| | F | 0 | | 0 | | 0 |
| | I | 6 | | 11 | | 2 |
| | NCR | 0 | | 0 | | 0 |
| | CR | 0 | | 0 | | 1 |
| | NG | 0 | | 0 | | 0 |
| | | | | | | |
| | W | 41 | | 29 | | 44 |
| Bus. Equip. Tech. (A)<br>Bus. Ad. (L)<br>Sec. Train. (M) | Number | 90 | 93 | 98 | 2338 | 23 |
| | A | 41 | 22 | | 6 | 4 |
| | B | 25 | 24 | | 11 | 26 |
| | C | 33 | 12 | | 12 | 70 |
| | D | 4 | 3 | | 6 | 0 |
| | F | 0 | 1 | | 2 | 0 |
| | I | 0 | 1 | | 1 | 0 |
| | NCR | 0 | 4 | | 0 | 0 |
| | CR | 0 | 2 | | 0 | 0 |
| | NG | 0 | 0 | | 0 | 0 |
| | | | | | | |
| | W | 34 | 31 | | 62 | 0 |
| Carpentry | Number | | | 80 | 648 | 65 |
| | A | | | 12 | 14 | 22 |
| | B | | | 19 | 17 | 26 |
| | C | | | 13 | 26 | 16 |
| | D | | | 16 | 10 | 0 |
| | F | | | 0 | 0 | 0 |
| | I | | | 0 | 2 | 0 |
| | NCR | | | 0 | 0 | 0 |
| | CR | | | 0 | 0 | 0 |
| | NG | | | 0 | 0 | 3 |
| | | | | | | |
| | W | | | 40 | 31 | 33 |

| Department | Grade | Peralta Campuses | | | | |
|---|---|---|---|---|---|---|
| | | A | FR | NP | L | M |
| Community Classes at Various Locations | Number | | | | 641 | |
| | A | | | | 25 | |
| | B | | | | 22 | |
| | C | | | | 14 | |
| | D | | | | 0 | |
| | F | | | | 0 | |
| | I | | | | 0 | |
| | NCR | | | | 0 | |
| | CR | | | | 0 | |
| | NG | | | | 0 | |
| | | | | | | |
| | W | | | | 39 | |
| Construction Technology | Number | | | | 34 | |
| | A | | | | 15 | |
| | B | | | | 35 | |
| | C | | | | 6 | |
| | D | | | | 0 | |
| | F | | | | 0 | |
| | I | | | | 0 | |
| | NCR | | | | 0 | |
| | CR | | | | 0 | |
| | NG | | | | 0 | |
| | | | | | | |
| | W | | | | 41 | |
| Cosmetology | Number | | | | 536 | |
| | A | | | | 9 | |
| | B | | | | 13 | |
| | C | | | | 18 | |
| | D | | | | 3 | |
| | F | | | | 1 | |
| | I | | | | 0 | |
| | NCR | | | | 0 | |
| | CR | | | | 0 | |
| | NG | | | | 0 | |
| | | | | | | |
| | W | | | | 51 | |
| Cooperative Ed. | Number | 423 | | | | |
| | A | 39 | | | | |
| | B | 23 | | | | |
| | C | 6 | | | | |
| | D | 1 | | | | |
| | F | 0 | | | | |
| | I | 10 | | | | |
| | NCR | 0 | | | | |
| | CR | 0 | | | | |
| | NG | 0 | | | | |
| | | | | | | |
| | W | 21 | | | | |

| Department | Grade | Peralta Campuses | | | | |
|---|---|---|---|---|---|---|
| | | A | FR | NP | L | M |
| Chemistry | Number | 72 | 61 | 78 | 435 | 382 |
| | A | 14 | 18 | 29 | 8 | 6 |
| | B | 31 | 34 | 18 | 17 | 19 |
| | C | 25 | 23 | 9 | 17 | 20 |
| | D | 0 | 2 | 3 | 4 | 4 |
| | F | 0 | 0 | 0 | 1 | 0 |
| | I | 7 | 0 | 4 | 0 | 2 |
| | NCR | 0 | 0 | 0 | 0 | 2 |
| | CR | 0 | 0 | 0 | 0 | 5 |
| | NG | 0 | 0 | 1 | 0 | 0 |
| | | | | | | |
| | W | 23 | 23 | 36 | 53 | 47 |
| Chemical Tech. | Number | | | | | 22 |
| | A | | | | | 18 |
| | B | | | | | 23 |
| | C | | | | | 36 |
| | D | | | | | 0 |
| | F | | | | | 0 |
| | I | | | | | 9 |
| | NCR | | | | | 5 |
| | CR | | | | | 00 |
| | NG | | | | | 0 |
| | | | | | | |
| | W | | | | | 9 |
| Chinese | Number | | | | | 25 |
| | A | | | | | 36 |
| | B | | | | | 28 |
| | C | | | | | 0 |
| | D | | | | | 0 |
| | F | | | | | 0 |
| | I | | | | | 4 |
| | NCR | | | | | 0 |
| | CR | | | | | 0 |
| | NG | | | | | 0 |
| | | | | | | |
| | W | | | | | 32 |
| Community Social Services | Number | | | | | 301 |
| | A | | | | | 25 |
| | B | | | | | 35 |
| | C | | | | | 7 |
| | D | | | | | 1 |
| | F | | | | | 0 |
| | I | | | | | 5 |
| | NCR | | | | | 1 |
| | CR | | | | | 8 |
| | NG | | | | | 0 |
| | | | | | | |
| | W | | | | | 18 |

| Department | Grade | Peralta Campuses | | | | |
|---|---|---|---|---|---|---|
| | | A | FR | NP | L | M |
| Dance | Number | 71 | | | | |
| | A | 21 | | | | |
| | B | 26 | | | | |
| | C | 20 | | | | |
| | D | [illegible] | | | | |
| | F | 0 | | | | |
| | I | 0 | | | | |
| | NCR | 0 | | | | |
| | CR | 0 | | | | |
| | NG | 0 | | | | |
| | | | | | | |
| | W | 31 | | | | |
| Data Pro. | Number | | | 22 | 544 | 313 |
| | A | | | 9 | 17 | 21 |
| | B | | | 13 | 14 | 13 |
| | C | | | 10 | 15 | 13 |
| | D | | | 0 | 1 | 6 |
| | F | | | 0 | 0 | 0 |
| | I | | | 0 | 2 | 3 |
| | NCR | | | 0 | 0 | 1 |
| | CR | | | 0 | 0 | 0 |
| | NG | | | 0 | 0 | [illegible] |
| | | | | | | |
| | W | | | 63 | 52 | 41 |
| Drama | Number | 153 | | 62 | 407 | 115 |
| | A | 49 | | 41 | 27 | 31 |
| | B | 17 | | 47 | 9 | 32 |
| | C | 0 | | 10 | 7 | 9 |
| | D | 0 | | 0 | 1 | 1 |
| | F | 0 | | 0 | 0 | 0 |
| | I | 11 | | 0 | 0 | 2 |
| | NCR | 0 | | 0 | 0 | 0 |
| | CR | 2 | | 0 | 0 | 0 |
| | NG | 0 | | 0 | 0 | 0 |
| | | | | | | |
| | W | 21 | | 2 | 56 | 25 |
| Dental | Number | 178 | | | | |
| | A | 17 | | | | |
| | B | 31 | | | | |
| | C | 41 | | | | |
| | D | 5 | | | | |
| | F | 0 | | | | |
| | I | 2 | | | | |
| | NCR | 0 | | | | |
| | CR | 0 | | | | |
| | NG | 0 | | | | |
| | | | | | | |
| | W | 4 | | | | |

| Department | Grade | Peralta Campuses | | | | |
|---|---|---|---|---|---|---|
| | | A | FR | NP | L | M |
| **Desert Studies** | Number | 6 | | | | |
| | A | 100 | | | | |
| | B | 0 | | | | |
| | C | 0 | | | | |
| | D | 0 | | | | |
| | F | 0 | | | | |
| | I | 0 | | | | |
| | NCR | 0 | | | | |
| | CR | 0 | | | | |
| | NG | 0 | | | | |
| | | | | | | |
| | W | 0 | | | | |
| **Drafting** | Number | | | 859 | | 30 |
| | A | | | 16 | | 7 |
| | B | | | 20 | | 7 |
| | C | | | 9 | | 10 |
| | D | | | 1 | | 0 |
| | F | | | 0 | | 0 |
| | I | | | 0 | | 0 |
| | NCR | | | 0 | | 0 |
| | CR | | | 0 | | 0 |
| | NG | | | 0 | | 0 |
| | | | | | | |
| | W | | | 54 | | 66 |
| **Dry Cleaning** | Number | | | | 149 | |
| | A | | | | 11 | |
| | B | | | | 14 | |
| | C | | | | 37 | |
| | D | | | | 4 | |
| | F | | | | 0 | |
| | I | | | | 1 | |
| | NCR | | | | 0 | |
| | CR | | | | 0 | |
| | NG | | | | 0 | |
| | | | | | | |
| | W | | | | 33 | |
| **Education** | Number | | | 58 | | 60 |
| | A | | | 32 | | 42 |
| | B | | | 29 | | 45 |
| | C | | | 5 | | 5 |
| | D | | | 0 | | 0 |
| | F | | | 0 | | 0 |
| | I | | | 7 | | 1 |
| | NCR | | | 0 | | 0 |
| | CR | | | 0 | | 0 |
| | NG | | | 0 | | 0 |
| | | | | | | |
| | W | | | 23 | | 7 |

| Department | Grade | Peralta Campuses | | | | |
|---|---|---|---|---|---|---|
| | | A | FR | NP | L | M |
| Electronics | Number | | | | | 305 |
| | A | | | | | 18 |
| | B | | | | | 20 |
| | C | | | | | 18 |
| | D | | | | | 0 |
| | F | | | | | 0 |
| | I | | | | | 0 |
| | NCR | | | | | 0 |
| | CR | | | | | 0 |
| | NG | | | | | 1 |
| | | | | | | |
| | W | | | | | 43 |
| Experimental College | Number | | | | 771 | |
| | A | | | | 0 | |
| | B | | | | 0 | |
| | C | | | | 1 | |
| | D | | | | 0 | |
| | F | | | | 0 | |
| | I | | | | 0 | |
| | NCR | | | | 0 | |
| | CR | | | | 0 | |
| | NG | | | | 1 | |
| | | | | | | |
| | W | | | | 99 | |
| Economics | Number | 145 | | 30 | 682 | 181 |
| | A | 24 | | 27 | 29 | 20 |
| | B | 23 | | 23 | 11 | 22 |
| | C | 22 | | 20 | 10 | 21 |
| | D | 7 | | 0 | 1 | 6 |
| | F | 0 | | 0 | 0 | 0 |
| | I | 2 | | 7 | 2 | 0 |
| | NCR | 0 | | 0 | 0 | 1 |
| | CR | 0 | | 0 | 0 | 0 |
| | NG | 0 | | 0 | 0 | 0 |
| | | | | | | |
| | W | 22 | | 23 | 47 | 30 |
| Electronics (A, NP, FRC) | Number | 136 | 10 | 10 | 677 | |
| | A | 49 | 30 | 6 | 13 | |
| | B | 17 | 10 | 5 | 24 | |
| | C | 8 | 40 | 22 | 13 | |
| | D | 0 | 0 | 17 | 2 | |
| | F | 0 | 0 | 0 | 0 | |
| | I | 6 | 0 | 0 | 1 | |
| | NCR | 0 | 0 | 0 | 0 | |
| | CR | 0 | 0 | 0 | 0 | |
| | NG | 0 | 10 | 0 | 0 | |
| | | | | | | |
| | W | 20 | 10 | 50 | 47 | |

| Department | Grade | Peralta Campuses | | | | |
|---|---|---|---|---|---|---|
| | | A | FR | NP | L | M |
| **Elec. Ind. & Tech.** | Number | | | | 575 | |
| | A | | | | 13 | |
| | B | | | | 22 | |
| | C | | | | 14 | |
| | D | | | | 3 | |
| | F | | | | 0 | |
| | I | | | | 5 | |
| | NCR | | | | 0 | |
| | CR | | | | 0 | |
| | NG | | | | 0 | |
| | | | | | | |
| | W | | | | 45 | |
| **Engineering** | Number | | 1 | | | 53 |
| | A | | 0 | | | 17 |
| | B | | 0 | | | 19 |
| | C | | 1 | | | 19 |
| | D | | 0 | | | 2 |
| | F | | 0 | | | 0 |
| | I | | 0 | | | 0 |
| | NCR | | 0 | | | 2 |
| | CR | | 0 | | | 0 |
| | NG | | 0 | | | 0 |
| | | | | | | |
| | W | | 100 | | | 30 |
| **English** | Number | 949 | 364 | 484 | 3380 | 2007 |
| | A | 21 | 23 | 25 | 19 | 12 |
| | B | 26 | 23 | 23 | 17 | 23 |
| | C | 17 | 19 | 6 | 13 | 19 |
| | D | 1 | 5 | 0 | 1 | 2 |
| | F | 0 | 2 | 0 | 0 | 0 |
| | I | 4 | 1 | 8 | 3 | 5 |
| | NCR | 0 | 7 | 0 | 0 | 1 |
| | CR | 2 | 0 | 0 | 0 | 0 |
| | NG | 0 | 1 | 0 | 0 | 0 |
| | | | | | | |
| | W | 29 | 19 | 33 | 47 | 38 |
| **English Sound Language** | Number | | | | 235 | |
| | A | | | | 14 | |
| | B | | | | 17 | |
| | C | | | | 17 | |
| | D | | | | 1 | |
| | F | | | | 0 | |
| | I | | | | 0 | |
| | NCR | | | | 0 | |
| | CR | | | | 0 | |
| | NG | | | | | |
| | | | | | | |
| | W | | | | 51 | |

| Department | Grade | Peralta Campuses | | | | |
|---|---|---|---|---|---|---|
| | | A | FR | NP | L | M |
| Entomology | Number | | | | | 16 |
| | A | | | | | 36 |
| | B | | | | | 6 |
| | C | | | | | 7 |
| | D | | | | | 0 |
| | F | | | | | 0 |
| | I | | | | | 12 |
| | NCR | | | | | 0 |
| | CR | | | | | 0 |
| | NG | | | | | 0 |
| | | | | | | |
| | W | | | | | 38 |
| Environmental Studies (A, NP) Ecology (L, M) | Number | 51 | | 50 | 99 | 132 |
| | A | 28 | | 32 | 29 | [illegible] |
| | B | 41 | | 30 | 33 | 13 |
| | C | 23 | | 16 | 7 | 20 |
| | D | 0 | | 0 | 1 | 5 |
| | F | 0 | | 0 | 0 | 0 |
| | I | 0 | | 2 | 0 | 1 |
| | NCR | 0 | | 0 | 0 | 0 |
| | CR | 0 | | 0 | 0 | 0 |
| | NG | 0 | | 0 | 0 | 0 |
| | | | | | | |
| | W | 8 | | 20 | 30 | 40 |
| Environmental Studies | Number | | | | | 35 |
| | A | | | | | 34 |
| | B | | | | | 2 |
| | C | | | | | |
| | D | | | | | 0 |
| | F | | | | | [illegible] |
| | I | | | | | 3 |
| | NCR | | | | | [illegible] |
| | CR | | | | | 0 |
| | NG | | | | | 0 |
| | | | | | | |
| | W | | | | | 14 |
| Family & Consumer Studies | Number | | | 120 | | 837 |
| | A | | | 15 | | 35 |
| | B | | | 16 | | 26 |
| | C | | | 4 | | 10 |
| | D | | | 0 | | 1 |
| | F | | | 0 | | 0 |
| | I | | | 0 | | 3 |
| | NCR | | | 0 | | 2 |
| | CR | | | 0 | | 0 |
| | NG | | | 18 | | 0 |
| | | | | | | |
| | W | | | 47 | | 22 |

| Department | Grade | Peralta Campuses | | | | |
|---|---|---|---|---|---|---|
| | | A | FR | NP | L | M |
| Fashion Arts | Number | 467 | | | | |
| | A | 33 | | | | |
| | B | 27 | | | | |
| | C | 5 | | | | |
| | D | 1 | | | | |
| | F | 0 | | | | |
| | I | 6 | | | | |
| | NCR | 0 | | | | |
| | CR | 0 | | | | |
| | NG | 0 | | | | |
| | | | | | | |
| | W | 14 | | | | |

| Department | Grade | Peralta Campuses | | | | |
|---|---|---|---|---|---|---|
| | | A | FR | NP | L | M |
| Fire Science | Number | | | | | 94 |
| | A | | | | | 26 |
| | B | | | | | 55 |
| | C | | | | | 6 |
| | D | | | | | 1 |
| | F | | | | | 0 |
| | I | | | | | 0 |
| | NCR | | | | | 0 |
| | CR | | | | | 0 |
| | NG | | | | | 0 |
| | | | | | | |
| | W | | | | | 12 |

| Department | Grade | Peralta Campuses | | | | |
|---|---|---|---|---|---|---|
| | | A | FR | NP | L | M |
| Food Handling<br>Food Prep. & Service | Number | | | | 504 | 66 |
| | A | | | | 13 | 0 |
| | B | | | | 19 | 0 |
| | C | | | | 17 | 0 |
| | D | | | | 6 | 0 |
| | F | | | | 0 | 0 |
| | I | | | | 20 | 0 |
| | NCR | | | | 0 | 0 |
| | CR | | | | 0 | 0 |
| | NG | | | | 0 | 0 |
| | | | | | | |
| | W | | | | 43 | 0 |

| Department | Grade | Peralta Campuses | | | | |
|---|---|---|---|---|---|---|
| | | A | FR | NP | L | M |
| Forestry | Number | | 51 | | | 99 |
| | A | | 41 | | | 34 |
| | B | | 25 | | | 27 |
| | C | | 10 | | | 16 |
| | D | | 1 | | | 6 |
| | F | | 0 | | | 0 |
| | I | | 0 | | | 4 |
| | NCR | | 0 | | | 0 |
| | CR | | 0 | | | 0 |
| | NG | | 0 | | | 0 |
| | | | | | | |
| | W | | 23 | | | 13 |

| Department | Grade | Peralta Campuses | | | | |
|---|---|---|---|---|---|---|
| | | A | FR | NP | L | M |
| French | Number | 54 | 5 | 38 | 208 | [illegible] |
| | A | 22 | 20 | 26 | [illegible] | [illegible] |
| | B | 22 | 40 | 16 | [illegible] | [illegible] |
| | C | 13 | 20 | 8 | 10 | [illegible] |
| | D | 0 | 0 | 0 | 4 | [illegible] |
| | F | 0 | 0 | 0 | 0 | 0 |
| | I | 2 | 0 | 0 | 1 | [illegible] |
| | NCR | 0 | 0 | 0 | 0 | 0 |
| | CR | 13 | 0 | 0 | 0 | 0 |
| | NG | 0 | 0 | 0 | 0 | 0 |
| | | | | | | |
| | W | 28 | 20 | 50 | [illegible] | [illegible] |

| Department | Grade | Peralta Campuses | | | | |
|---|---|---|---|---|---|---|
| | | A | FR | NP | L | M |
| General Ed. Devel. & Preparation | Number | | | 32 | | [illegible] |
| | A | | | 0 | | 0 |
| | B | | | 0 | | 0 |
| | C | | | 0 | | 0 |
| | D | | | 0 | | 0 |
| | F | | | 0 | | 0 |
| | I | | | 0 | | 0 |
| | NCR | | | 15 | | 0 |
| | CR | | | 35 | | [illegible] |
| | NG | | | 50 | | [illegible] |
| | | | | | | |
| | W | | | 0 | | 0 |

| Department | Grade | Peralta Campuses | | | | |
|---|---|---|---|---|---|---|
| | | A | FR | NP | L | M |
| General Studies | Number | 35 | 35 | | | |
| | A | 26 | 26 | | | |
| | B | | 2 | | | |
| | C | | 0 | | | |
| | D | | 0 | | | |
| | F | | 0 | | | |
| | I | | 0 | | | |
| | NCR | | 0 | | | |
| | CR | | 34 | | | |
| | NG | | 0 | | | |
| | | | | | | |
| | W | | 6 | | | |

| Department | Grade | Peralta Campuses | | | | |
|---|---|---|---|---|---|---|
| | | A | FR | NP | L | M |
| Genetics | Number | | | 32 | | |
| | A | | | 65 | | |
| | B | | | 19 | | |
| | C | | | 6 | | |
| | D | | | 0 | | |
| | F | | | 0 | | |
| | I | | | 0 | | |
| | NCR | | | 0 | | |
| | CR | | | 0 | | |
| | NG | | | 0 | | |
| | | | | | | |
| | W | | | 10 | | |

| Department | Grade | Peralta Campuses | | | | |
|---|---|---|---|---|---|---|
| | | A | FR | NP | L | M |
| Geography | Number | | | 26 | 460 | 29 |
| | A | | | 23 | 14 | 20 |
| | B | | | 27 | 18 | 11 |
| | C | | | 4 | 18 | 3 |
| | D | | | 16 | 3 | 0 |
| | F | | | 0 | 0 | 0 |
| | I | | | 3 | 4 | 52 |
| | NCR | | | 0 | 0 | 0 |
| | CR | | | 0 | 0 | 0 |
| | NG | | | 0 | 0 | 0 |
| | | | | | | |
| | W | | | 27 | 43 | 14 |
| Geology-Earth Science | Number | 87 | 26 | 47 | 102 | 51 |
| | A | 14 | 23 | 30 | 9 | 36 |
| | B | 38 | 27 | 30 | 13 | 16 |
| | C | 24 | 4 | 17 | 17 | 14 |
| | D | 1 | 16 | 0 | 0 | 4 |
| | F | 0 | 0 | 0 | 0 | 0 |
| | I | 0 | 3 | 0 | 0 | 9 |
| | NCR | 0 | 0 | 0 | 0 | 0 |
| | CR | 0 | 0 | 0 | 0 | 0 |
| | NG | 0 | 0 | 0 | 0 | 0 |
| | | | | | | |
| | W | 23 | 27 | 23 | 61 | 22 |
| German | Number | | | 15 | 74 | 77 |
| | A | | | 40 | 29 | 37 |
| | B | | | 40 | 26 | 39 |
| | C | | | 7 | 0 | 0 |
| | D | | | 6 | 0 | 0 |
| | F | | | 0 | 0 | 0 |
| | I | | | 0 | 0 | 4 |
| | NCR | | | 0 | 0 | 0 |
| | CR | | | 0 | 0 | 0 |
| | NG | | | 0 | 0 | 0 |
| | | | | | | |
| | W | | | 7 | 45 | 20 |
| Golf | Number | | 42 | | | |
| | A | | 2 | | | |
| | B | | 0 | | | |
| | C | | 0 | | | |
| | D | | 0 | | | |
| | F | | 0 | | | |
| | I | | 0 | | | |
| | NCR | | 10 | | | |
| | CR | | 74 | | | |
| | NG | | 0 | | | |
| | | | | | | |
| | W | | 14 | | | |

| Department | Grade | Peralta Campuses | | | | |
|---|---|---|---|---|---|---|
| | | A | FR | NP | L | M |
| Graphic Art | Number | | | | 332 | |
| | A | | | | 20 | |
| | B | | | | 29 | |
| | C | | | | 18 | |
| | D | | | | 3 | |
| | F | | | | 0 | |
| | I | | | | 0 | |
| | NCR | | | | 0 | |
| | CR | | | | 0 | |
| | NG | | | | 0 | |
| | | | | | | |
| | W | | | | 30 | |
| Grocery Checking | Number | | | 44 | | |
| | A | | | 25 | | |
| | B | | | 59 | | |
| | C | | | 14 | | |
| | D | | | 0 | | |
| | F | | | 0 | | |
| | I | | | 0 | | |
| | NCR | | | 0 | | |
| | CR | | | 0 | | |
| | NG | | | 0 | | |
| | | | | | | |
| | W | | | 2 | | |
| Health Ed. | Number | 250 | 25 | 95 | 481 | 278 |
| | A | 26 | 3 | 38 | 12 | [illegible] |
| | B | 35 | 28 | 13 | 24 | 2 |
| | C | 14 | 36 | 8 | 13 | 34 |
| | D | 3 | 8 | 1 | 1 | [illegible] |
| | F | 0 | 0 | 0 | 0 | [illegible] |
| | I | 1 | 4 | 1 | 1 | 0 |
| | NCR | 0 | 0 | 0 | 0 | 0 |
| | CR | 0 | 0 | 0 | 0 | 0 |
| | NG | 0 | 0 | 0 | 0 | 0 |
| | | | | | | |
| | W | 21 | 16 | 39 | 49 | 16 |
| HHH | Number | | 37 | | | |
| | A | | 22 | | | |
| | B | | 38 | | | |
| | C | | 3 | | | |
| | D | | 0 | | | |
| | F | | 0 | | | |
| | I | | 0 | | | |
| | NCR | | 0 | | | |
| | CR | | 0 | | | |
| | NG | | 0 | | | |
| | | | | | | |
| | W | | 37 | | | |

| Department | Grade | Peralta Campuses | | | | |
|---|---|---|---|---|---|---|
| | | A | FR | NP | L | M |
| History/ Pol. Sci. | Number | | | | 1033 | |
| | A | | | | 21 | |
| | B | | | | 21 | |
| | C | | | | 12 | |
| | D | | | | 1 | |
| | F | | | | 0 | |
| | I | | | | 13 | |
| | NCR | | | | 0 | |
| | CR | | | | 0 | |
| | NG | | | | 0 | |
| | | | | | | |
| | W | | | | 32 | |
| History | Number | 570 | 161 | 55 | 1598 | 584 |
| | A | 26 | 20 | 29 | 14 | 20 |
| | B | 17 | 15 | 18 | 17 | 27 |
| | C | 13 | 20 | 13 | 15 | 13 |
| | D | 5 | 6 | 4 | 3 | 3 |
| | F | 0 | 4 | 0 | 0 | 0 |
| | I | 3 | 8 | 16 | 5 | 6 |
| | NCR | 0 | 0 | 0 | 0 | 1 |
| | CR | 1 | 3 | 2 | 0 | 1 |
| | NG | 0 | 0 | 0 | 0 | 0 |
| | | | | | | |
| | W | 35 | 24 | 18 | 46 | 29 |
| Humanities | Number | 371 | | 128 | 704 | 377 |
| | A | 34 | | 35 | 27 | 19 |
| | B | 20 | | 15 | 22 | 2 |
| | C | 8 | | 6 | 10 | 16 |
| | D | 0 | | 0 | 2 | 3 |
| | F | 0 | | 0 | 0 | 0 |
| | I | 4 | | 4 | 3 | 2 |
| | NCR | 0 | | 0 | 0 | 0 |
| | CR | 2 | | 0 | 0 | 1 |
| | NG | 0 | | 0 | 0 | 0 |
| | | | | | | |
| | W | 32 | | 40 | 36 | 33 |
| Industrial Arts | Number | | 31 | | | 70 |
| | A | | 0 | | | 17 |
| | B | | 3 | | | 20 |
| | C | | 0 | | | 13 |
| | D | | 0 | | | 0 |
| | F | | 0 | | | 0 |
| | I | | 0 | | | 0 |
| | NCR | | 0 | | | 0 |
| | CR | | 0 | | | 0 |
| | NG | | 75 | | | 16 |
| | | | | | | |
| | W | | 22 | | | 34 |

| Department | Grade | Peralta Campuses | | | | |
|---|---|---|---|---|---|---|
| | | A | FR | NP | L | M |
| Industrial Eng. Technology | Number | | | | 56 | |
| | A | | | | 9 | |
| | B | | | | 10 | |
| | C | | | | 13 | |
| | D | | | | 0 | |
| | F | | | | 0 | |
| | I | | | | 0 | |
| | NCR | | | | 0 | |
| | CR | | | | 0 | |
| | NG | | | | 0 | |
| | | | | | | |
| | W | | | | 68 | |
| Industrial Management | Number | | | | | 142 |
| | A | | | | | 47 |
| | B | | | | | 35 |
| | C | | | | | 6 |
| | D | | | | | 0 |
| | F | | | | | [illegible] |
| | I | | | | | 0 |
| | NCR | | | | | 0 |
| | CR | | | | | 0 |
| | NG | | | | | 0 |
| | | | | | | |
| | W | | | | | 12 |
| Industrial Safety | Number | | | | | 63 |
| | A | | | | | 46 |
| | B | | | | | 7 |
| | C | | | | | 0 |
| | D | | | | | 0 |
| | F | | | | | 0 |
| | I | | | | | 30 |
| | NCR | | | | | 0 |
| | CR | | | | | 0 |
| | NG | | | | | 0 |
| | | | | | | |
| | W | | | | | 47 |
| Industrial Technology | Number | | | | 8 | |
| | A | | | | 37 | |
| | B | | | | 0 | |
| | C | | | | 0 | |
| | D | | | | 0 | |
| | F | | | | 0 | |
| | I | | | | 0 | |
| | NCR | | | | 0 | |
| | CR | | | | 0 | |
| | NG | | | | 0 | |
| | | | | | | |
| | W | | | | 63 | |

| Department | Grade | Peralta Campuses A | FR | NP | L | M |
|---|---|---|---|---|---|---|
| Interior Decorating | Number | | | 73 | | |
| | A | | | 26 | | |
| | B | | | 46 | | |
| | C | | | 24 | | |
| | D | | | 4 | | |
| | F | | | 0 | | |
| | I | | | 0 | | |
| | NCR | | | 0 | | |
| | CR | | | 0 | | |
| | NG | | | 0 | | |
| | | | | | | |
| | W | | | 0 | | |
| Ironwork | Number | | | | | 76 |
| | A | | | | | 17 |
| | B | | | | | 20 |
| | C | | | | | 18 |
| | D | | | | | 17 |
| | F | | | | | 0 |
| | I | | | | | 0 |
| | NCR | | | | | 0 |
| | CR | | | | | 0 |
| | NG | | | | | 9 |
| | | | | | | |
| | W | | | | | 19 |
| Job Prep. | Number | | | | | 10 |
| | A | | | | | 0 |
| | B | | | | | 40 |
| | C | | | | | 10 |
| | D | | | | | 20 |
| | F | | | | | 0 |
| | I | | | | | 0 |
| | NCR | | | | | 0 |
| | CR | | | | | 0 |
| | NG | | | | | 0 |
| | | | | | | |
| | W | | | | | 30 |
| Journalism | Number | 23 | | 14 | 159 | 90 |
| | A | 13 | | 57 | 14 | 38 |
| | B | 13 | | 14 | 15 | 22 |
| | C | 18 | | 0 | 7 | 2 |
| | D | 0 | | 0 | 0 | 0 |
| | F | 0 | | 0 | 0 | 0 |
| | I | 4 | | 0 | 8 | 3 |
| | NCR | 0 | | 0 | 0 | 0 |
| | CR | 13 | | 0 | 0 | 0 |
| | NG | 0 | | 0 | 0 | 0 |
| | | | | | | |
| | W | 39 | | 29 | 56 | 35 |

| Department | Grade | Peralta Campuses A | FR | NP | L | M |
|---|---|---|---|---|---|---|
| Latin & Mex.-American Studies | Number | | | 43 | 345 | [illegible] |
| | A | | | 28 | 13 | [illegible] |
| | B | | | 14 | 19 | 60 |
| | C | | | 2 | 6 | 4 |
| | D | | | 0 | 1 | 0 |
| | F | | | 0 | 0 | 0 |
| | I | | | 19 | 14 | 2 |
| | NCR | | | 0 | 0 | 0 |
| | CR | | | 5 | 0 | 3 |
| | NG | | | 0 | 0 | 0 |
| | | | | | | |
| | W | | | 32 | 47 | 5 |
| Law Enforecement (FR)<br>Adm. of Justice (M) | Number | | | 35 | | 632 |
| | A | | | 12 | | 18 |
| | B | | | 37 | | 42 |
| | C | | | 29 | | [illegible] |
| | D | | | 0 | | [illegible] |
| | F | | | 0 | | 0 |
| | I | | | 0 | | 4 |
| | NCR | | | 0 | | 0 |
| | CR | | | 0 | | 0 |
| | NG | | | 0 | | [illegible] |
| | | | | | | |
| | W | | | 22 | | 17 |
| Learning Resources (Library) | Number | | | | | 19 |
| | A | | | | | [illegible] |
| | B | | | | | [illegible] |
| | C | | | | | 0 |
| | D | | | | | [illegible] |
| | F | | | | | 0 |
| | I | | | | | [illegible] |
| | NCR | | | | | 0 |
| | CR | | | | | 0 |
| | NG | | | | | 0 |
| | | | | | | |
| | W | | | | | 32 |
| Machines & Metals Tech. (L)<br>Machine Shop (M) | Number | | | | 502 | 87 |
| | A | | | | 10 | 15 |
| | B | | | | 21 | [illegible] |
| | C | | | | 22 | [illegible] |
| | D | | | | 2 | 3 |
| | F | | | | 0 | 0 |
| | I | | | | 0 | 0 |
| | NCR | | | | 0 | 0 |
| | CR | | | | 0 | 0 |
| | NG | | | | 0 | 25 |
| | | | | | | |
| | W | | | | 45 | 3 |

| Department | Grade | Peralta Campuses | | | | |
|---|---|---|---|---|---|---|
| | | A | FR | NP | L | M |
| Math. | Number | 8471 | 181 | 263 | 1602 | 1144 |
| | A | 17 | 14 | 32 | 12 | 15 |
| | B | 15 | 17 | 17 | 13 | 16 |
| | C | 17 | 20 | 9 | 12 | 16 |
| | D | 1 | 7 | 1 | 3 | 2 |
| | F | 0 | 0 | 0 | 2 | 0 |
| | I | 5 | 2 | 4 | 1 | 6 |
| | NCR | 1 | 0 | 0 | 0 | 4 |
| | CR | 0 | 0 | 0 | 0 | 0 |
| | NG | 0 | 0 | 0 | 0 | 0 |
| | | | | | | |
| | W | 44 | 40 | 37 | 57 | 4 |
| Medical. Assisting(A)<br>Medical T Tech. (L, M) | Number | 190 | | | 72 | 175 |
| | A | 18 | | | 35 | 54 |
| | B | 22 | | | 28 | 27 |
| | C | 25 | | | 11 | 9 |
| | D | 3 | | | 0 | 1 |
| | F | 0 | | | 0 | 0 |
| | I | 0 | | | 5 | 8 |
| | NCR | 0 | | | 0 | 0 |
| | CR | 0 | | | 0 | 0 |
| | NG | 0 | | | 0 | 0 |
| | | | | | | |
| | W | 22 | | | 21 | 1 |
| Metalurgic Tech. | Number | | | | 80 | |
| | A | | | | 12 | |
| | B | | | | 18 | |
| | C | | | | 13 | |
| | D | | | | 0 | |
| | F | | | | 0 | |
| | I | | | | 0 | |
| | NCR | | | | 0 | |
| | CR | | | | 0 | |
| | NG | | | | 0 | |
| | | | | | | |
| | W | | | | 57 | |
| Motor Tech. | Number | | | | | 49 |
| | A | | | | | 0 |
| | B | | | | | 0 |
| | C | | | | | 0 |
| | D | | | | | 0 |
| | F | | | | | 0 |
| | I | | | | | 0 |
| | NCR | | | | | 55 |
| | CR | | | | | 45 |
| | NG | | | | | 0 |
| | | | | | | |
| | W | | | | | 0 |

| Department | Grade | Peralta Campuses | | | | |
|---|---|---|---|---|---|---|
| | | A | FR | NP | L | M |
| Music | Number | 457 | 98 | 265 | 1167 | 642 |
| | A | 25 | 58 | 17 | 27 | [illegible] |
| | B | 23 | 15 | 31 | 15 | 16 |
| | C | 8 | 6 | 13 | 5 | [illegible] |
| | D | 0 | 0 | 4 | 1 | 1 |
| | F | 0 | 0 | 0 | 0 | [illegible] |
| | I | 3 | 1 | 0 | 3 | [illegible] |
| | NCR | 0 | 0 | 0 | 0 | [illegible] |
| | CR | 0 | 0 | 0 | 0 | [illegible] |
| | NG | 0 | 12 | 0 | 0 | [illegible] |
| | | | | | | |
| | W | 41 | 8 | 35 | 49 | [illegible] |
| Nursing - Voc. (L)<br>Nursing (M) | Number | | | | 373 | 285 |
| | A | | | | 14 | [illegible] |
| | B | | | | 34 | [illegible] |
| | C | | | | 28 | [illegible] |
| | D | | | | 7 | 4 |
| | F | | | | 2 | [illegible] |
| | I | | | | 0 | 1 |
| | NCR | | | | 0 | [illegible] |
| | CR | | | | 0 | [illegible] |
| | NG | | | | 0 | 2 |
| | | | | | | |
| | W | | | | 15 | 3 |
| Nurse Aide | Number | | | | | [illegible] |
| | A | | | | | [illegible] |
| | B | | | | | [illegible] |
| | C | | | | | [illegible] |
| | D | | | | | [illegible] |
| | F | | | | | [illegible] |
| | I | | | | | [illegible] |
| | NCR | | | | | [illegible] |
| | CR | | | | | [illegible] |
| | NG | | | | | |
| | | | | | | |
| | W | | | | | [illegible] |
| Nutrition | Number | | | | 99 | |
| | A | | | | [illegible] | |
| | B | | | | 7 | |
| | C | | | | 10 | |
| | D | | | | 1 | |
| | F | | | | 0 | |
| | I | | | | 4 | |
| | NCR | | | | 0 | |
| | CR | | | | 0 | |
| | NG | | | | 0 | |
| | | | | | | |
| | W | | | | 68 | |

| Department | Grade | Peralta Campuses | | | | |
|---|---|---|---|---|---|---|
| | | A | FR | NP | L | M |
| Oceanography | Number | | | 68 | | 178 |
| | A | | | 22 | | 5 |
| | B | | | 35 | | 9 |
| | C | | | 24 | | 41 |
| | D | | | 0 | | 7 |
| | F | | | 0 | | 0 |
| | I | | | 0 | | 4 |
| | NCR | | | 0 | | 0 |
| | CR | | | 0 | | 1 |
| | NG | | | 0 | | 0 |
| | | | | | | |
| | W | | | 19 | | 33 |
| Ornamental Horticulture | Number | | | | | 202 |
| | A | | | | | 24 |
| | B | | | | | 26 |
| | C | | | | | 24 |
| | D | | | | | 1 |
| | F | | | | | 0 |
| | I | | | | | 0 |
| | NCR | | | | | 1 |
| | CR | | | | | 0 |
| | NG | | | | | 4 |
| | | | | | | |
| | W | | | | | 20 |
| Optometric Asstg. (Tech.) | Number | | | | | 32 |
| | A | | | | | 31 |
| | B | | | | | 41 |
| | C | | | | | 13 |
| | D | | | | | 3 |
| | F | | | | | 0 |
| | I | | | | | 0 |
| | NCR | | | | | 0 |
| | CR | | | | | 0 |
| | NG | | | | | 0 |
| | | | | | | |
| | W | | | | | 12 |
| Painting/ Decorating | Number | | | 54 | | |
| | A | | | 16 | | |
| | B | | | 41 | | |
| | C | | | 21 | | |
| | D | | | 0 | | |
| | F | | | 0 | | |
| | I | | | 0 | | |
| | NCR | | | 0 | | |
| | CR | | | 0 | | |
| | NG | | | 0 | | |
| | | | | | | |
| | W | | | 22 | | |

| Department | Grade | Peralta Campuses | | | | |
|---|---|---|---|---|---|---|
| | | A | FR | NP | L | M |
| Philosophy | Number | 233 | | 36 | 700 | 111 |
| | A | 24 | | 11 | 39 | 4 |
| | B | 38 | | 19 | 19 | 16 |
| | C | 6 | | 8 | 8 | 25 |
| | D | 0 | | 6 | 1 | 6 |
| | F | 0 | | 0 | 0 | 0 |
| | I | 11 | | 6 | 2 | 2 |
| | NCR | 0 | | 0 | 0 | 3 |
| | CR | 1 | | 0 | 0 | 0 |
| | NG | 0 | | 0 | 0 | 0 |
| | | | | | | |
| | W | 20 | | 50 | 33 | 44 |
| Photography | Number | | | | 395 | |
| | A | | | | 14 | |
| | B | | | | 21 | |
| | C | | | | 21 | |
| | D | | | | 6 | |
| | F | | | | 1 | |
| | I | | | | 6 | |
| | NCR | | | | 0 | |
| | CR | | | | 0 | |
| | NG | | | | 0 | |
| | | | | | | |
| | W | | | | 31 | |
| P.E. | Number | 1407 | 306 | 445 | 3520 | 219 |
| | A | 45 | 39 | 23 | 32 | 31 |
| | B | 23 | 10 | 29 | 15 | [illegible] |
| | C | 7 | 7 | 10 | 7 | 1 |
| | D | 0 | 2 | 2 | 1 | [illegible] |
| | F | 0 | 3 | 0 | 0 | 0 |
| | I | 0 | 0 | 0 | 1 | 0 |
| | NCR | 0 | 0 | 0 | 0 | 4 |
| | CR | 1 | 0 | 0 | 0 | 1 |
| | NG | 0 | 5 | 1 | 0 | 0 |
| | | | | | | |
| | W | 24 | 26 | 35 | 44 | 27 |
| P.E.(Women) | Number | | 32 | | | |
| | A | | 9 | | | |
| | B | | 22 | | | |
| | C | | 16 | | | |
| | D | | 9 | | | |
| | F | | 6 | | | |
| | I | | 0 | | | |
| | NCR | | 0 | | | |
| | CR | | 0 | | | |
| | NG | | 0 | | | |
| | | | | | | |
| | W | | 38 | | | |

| Department | Grade | Peralta Campuses | | | | |
|---|---|---|---|---|---|---|
| | | A | FR | NP | L | M |
| **Physics (M, A, NP) Physical Science (L)** | Number | 16 | | 34 | 252 | 191 |
| | A | 25 | | 15 | 18 | 16 |
| | B | 25 | | 24 | 18 | 20 |
| | C | 25 | | 17 | 23 | 23 |
| | D | 6 | | 0 | 2 | 0 |
| | F | 0 | | 0 | 0 | 0 |
| | I | 0 | | 0 | 2 | 7 |
| | NCR | 0 | | 0 | 0 | 0 |
| | CR | 0 | | 0 | 0 | 0 |
| | NG | 0 | | 0 | 0 | 0 |
| | | | | | | |
| | W | 19 | | 44 | 37 | 34 |
| **Physical Science** | Number | | | | 34 | 74 |
| | A | | | | 9 | 18 |
| | B | | | | 17 | 13 |
| | C | | | | 36 | 19 |
| | D | | | | 2 | 6 |
| | F | | | | 0 | 0 |
| | I | | | | 3 | 2 |
| | NCR | | | | 0 | 4 |
| | CR | | | | 0 | 0 |
| | NG | | | | 0 | 0 |
| | | | | | | |
| | W | | | | 33 | 38 |
| **Physiology (L) Anatomy/ Physiology (M)** | Number | | | | 28 | 52 |
| | A | | | | 11 | 37 |
| | B | | | | 18 | 21 |
| | C | | | | 4 | 0 |
| | D | | | | 0 | 0 |
| | F | | | | 0 | 0 |
| | I | | | | 0 | 0 |
| | NCR | | | | 0 | 0 |
| | CR | | | | 0 | 0 |
| | NG | | | | 0 | 0 |
| | | | | | | |
| | W | | | | 46 | 23 |
| **Plastics** | Number | | | | 99 | |
| | A | | | | 16 | |
| | B | | | | 11 | |
| | C | | | | 25 | |
| | D | | | | 0 | |
| | F | | | | 0 | |
| | I | | | | 0 | |
| | NCR | | | | 0 | |
| | CR | | | | 0 | |
| | NG | | | | 0 | |
| | | | | | | |
| | W | | | | 48 | |

| Department | Grade | Peralta Campuses | | | | |
|---|---|---|---|---|---|---|
| | | A | FR | NP | L | M |
| Pm. Mgt. | Number | | 10 | | | |
| | A | | 0 | | | |
| | B | | 40 | | | |
| | C | | 10 | | | |
| | D | | 10 | | | |
| | F | | 10 | | | |
| | I | | 0 | | | |
| | NCR | | 0 | | | |
| | CR | | 0 | | | |
| | NG | | 0 | | | |
| | | | | | | |
| | W | | 30 | | | |
| Political Science | Number | 428 | 63 | 223 | 417 | 463 |
| | A | 29 | 11 | 39 | 20 | 21 |
| | B | 23 | 26 | 28 | 21 | 27 |
| | C | 14 | 20 | 5 | 14 | 4 |
| | D | 2 | 3 | 0 | 0 | 0 |
| | F | 0 | 0 | 0 | 0 | 0 |
| | I | 3 | 3 | 4 | 12 | 7 |
| | NCR | 0 | 0 | 0 | 0 | 0 |
| | CR | 0 | 0 | 0 | 0 | 0 |
| | NG | 0 | 0 | 0 | 0 | 0 |
| | | | | | | |
| | W | 29 | 34 | 24 | 33 | 34 |
| Project Upgrade | Number | | | | 50 | |
| | A | | | | 24 | |
| | B | | | | 28 | |
| | C | | | | 32 | |
| | D | | | | 8 | |
| | F | | | | 0 | |
| | I | | | | 0 | |
| | NCR | | | | 0 | |
| | CR | | | | 0 | |
| | NG | | | | 0 | |
| | | | | | | |
| | W | | | | 8 | |
| Psychology | Number | 600 | 112 | 115 | 1764 | 849 |
| | A | 26 | 12 | 25 | 22 | 22 |
| | B | 23 | 12 | 29 | 14 | 21 |
| | C | 14 | 25 | 6 | 15 | 9 |
| | D | 1 | 6 | 1 | 3 | 2 |
| | F | 0 | 1 | 0 | 0 | 0 |
| | I | 3 | 1 | 11 | 2 | 4 |
| | NCR | 0 | 0 | 0 | 0 | 0 |
| | CR | 12 | 1 | 0 | 0 | 20 |
| | NG | 0 | 15 | 0 | 0 | 0 |
| | | | | | | |
| | W | 21 | 27 | 28 | 44 | 22 |

| Department | Grade | Peralta Campuses | | | | |
|---|---|---|---|---|---|---|
| | | A | FR | NP | L | M |
| Quality Control | Number | | | | 128 | |
| | A | | | | 35 | |
| | B | | | | 10 | |
| | C | | | | 4 | |
| | D | | | | 0 | |
| | F | | | | 0 | |
| | I | | | | 2 | |
| | NCR | | | | 0 | |
| | CR | | | | 0 | |
| | NG | | | | 0 | |
| | | | | | | |
| | W | | | | 49 | |
| Real Estate | Number | | | | | 896 |
| | A | | | | | 34 |
| | B | | | | | 20 |
| | C | | | | | 14 |
| | D | | | | | 0 |
| | F | | | | | 0 |
| | I | | | | | 12 |
| | NCR | | | | | 0 |
| | CR | | | | | 0 |
| | NG | | | | | 0 |
| | | | | | | |
| | W | | | | | 20 |
| Recreation Ed. | Number | | | 28 | | 168 |
| | A | | | 32 | | 58 |
| | B | | | 18 | | 10 |
| | C | | | 28 | | 9 |
| | D | | | 0 | | 0 |
| | F | | | 0 | | 0 |
| | I | | | 0 | | 44 |
| | NCR | | | 0 | | 0 |
| | CR | | | 0 | | 0 |
| | NG | | | 0 | | 0 |
| | | | | | | |
| | W | | | 22 | | 18 |
| Recreation Leadership | Number | | 67 | | | |
| | A | | 27 | | | |
| | B | | 14 | | | |
| | C | | 22 | | | |
| | D | | 3 | | | |
| | F | | 7 | | | |
| | I | | 2 | | | |
| | NCR | | 0 | | | |
| | CR | | 0 | | | |
| | NG | | 0 | | | |
| | | | | | | |
| | W | | 23 | | | |

| Department | Grade | Peralta Campuses | | | | |
|---|---|---|---|---|---|---|
| | | A | FR | NP | L | M |
| Refrigeration | Number | | | | 199 | |
| | A | | | | 35 | |
| | B | | | | 23 | |
| | C | | | | 18 | |
| | D | | | | 1 | |
| | F | | | | 0 | |
| | I | | | | 0 | |
| | NCR | | | | 0 | |
| | CR | | | | 0 | |
| | NG | | | | 0 | |
| | | | | | | |
| | W | | | | 23 | |
| Russian | Number | | | | | [illegible] |
| | A | | | | | [illegible] |
| | B | | | | | 17 |
| | C | | | | | [illegible] |
| | D | | | | | [illegible] |
| | F | | | | | [illegible] |
| | I | | | | | 11 |
| | NCR | | | | | [illegible] |
| | CR | | | | | [illegible] |
| | NG | | | | | [illegible] |
| | | | | | | |
| | W | | | | | [illegible] |
| Sheet Metal | Number | | | | 243 | |
| | A | | | | 9 | |
| | B | | | | 15 | |
| | C | | | | 33 | |
| | D | | | | 5 | |
| | F | | | | 0 | |
| | I | | | | 0 | |
| | NCR | | | | 0 | |
| | CR | | | | 0 | |
| | NG | | | | 0 | |
| | | | | | | |
| | W | | | | 38 | |
| Shoe Building | Number | | | | 95 | |
| | A | | | | 5 | |
| | B | | | | 29 | |
| | C | | | | 18 | |
| | D | | | | 0 | |
| | F | | | | 0 | |
| | I | | | | 2 | |
| | NCR | | | | 0 | |
| | CR | | | | 0 | |
| | NG | | | | 0 | |
| | | | | | | |
| | W | | | | 46 | |

| Department | Grade | Peralta Campuses | | | | |
|---|---|---|---|---|---|---|
| | | A | FR | NP | L | M |
| Social Science | Number | 95 | | | | |
| | A | 24 | | | | |
| | B | 14 | | | | |
| | C | 20 | | | | |
| | D | 0 | | | | |
| | F | 0 | | | | |
| | I | 2 | | | | |
| | NCR | 0 | | | | |
| | CR | 0 | | | | |
| | NG | 0 | | | | |
| | | | | | | |
| | W | 40 | | | | |
| Sociology | Number | 353 | | 118 | 1118 | 316 |
| | A | 27 | | 22 | 16 | 15 |
| | B | 26 | | 34 | 19 | 27 |
| | C | 11 | | 12 | 14 | 21 |
| | D | 0 | | 0 | 2 | 6 |
| | F | 0 | | 0 | 0 | 0 |
| | I | 4 | | 2 | 5 | 2 |
| | NCR | 0 | | 0 | 0 | 1 |
| | CR | 0 | | 2 | 0 | 4 |
| | NG | 0 | | 0 | 0 | 0 |
| | | | | | | |
| | W | 32 | | 28 | 44 | 28 |
| Spanish | Number | 59 | 10 | 130 | 368 | 162 |
| | A | 18 | 20 | 17 | 12 | 27 |
| | B | 17 | 20 | 22 | 15 | 23 |
| | C | 12 | 30 | 8 | 11 | 20 |
| | D | 0 | 0 | 1 | 2 | 1 |
| | F | 0 | 0 | 0 | 0 | 0 |
| | I | 4 | 0 | 0 | 4 | 1 |
| | NCR | 0 | 30 | 0 | 0 | 0 |
| | CR | 5 | 0 | 0 | 0 | 0 |
| | NG | 0 | 0 | 0 | 0 | 0 |
| | | | | | | |
| | W | 44 | 0 | 52 | 56 | 28 |
| Speech | Number | 106 | | 19 | 1442 | 152 |
| | A | 44 | | 21 | 32 | 10 |
| | B | 20 | | 16 | 25 | 25 |
| | C | 11 | | 5 | 6 | 23 |
| | D | 3 | | 0 | 0 | 4 |
| | F | 0 | | 0 | 0 | 0 |
| | I | 0 | | 0 | 5 | 4 |
| | NCR | 1 | | 0 | 0 | 0 |
| | CR | 4 | | 0 | 0 | 0 |
| | NG | 0 | | 0 | 0 | 0 |
| | | | | | | |
| | W | 17 | | 58 | 32 | 34 |

| Department | Grade | Peralta Campuses | | | | |
|---|---|---|---|---|---|---|
| | | A | FR | NP | L | M |
| Supervision | Number | | | | 401 | |
| | A | | | | 16 | |
| | B | | | | 38 | |
| | C | | | | 13 | |
| | D | | | | 3 | |
| | F | | | | 0 | |
| | I | | | | 1 | |
| | NCR | | | | 0 | |
| | CR | | | | 0 | |
| | NG | | | | 0 | |
| | | | | | | |
| | W | | | | 29 | |
| Swahili | Number | | | | 57 | |
| | A | | | | 7 | |
| | B | | | | 9 | |
| | C | | | | 15 | |
| | D | | | | 9 | |
| | F | | | | 0 | |
| | I | | | | 5 | |
| | NCR | | | | 0 | |
| | CR | | | | 0 | |
| | NG | | | | 0 | |
| | | | | | | |
| | W | | | | 55 | |
| Swahili | Number | | | | 125 | |
| | A | | | | 20 | |
| | B | | | | 18 | |
| | C | | | | 5 | |
| | D | | | | 1 | |
| | F | | | | 0 | |
| | I | | | | 0 | |
| | NCR | | | | 0 | |
| | CR | | | | 0 | |
| | NG | | | | 0 | |
| | | | | | | |
| | W | | | | 56 | |
| Television/ Radio | Number | | | | | 72 |
| | A | | | | | 32 |
| | B | | | | | 20 |
| | C | | | | | 14 |
| | D | | | | | 0 |
| | F | | | | | 0 |
| | I | | | | | 5 |
| | NCR | | | | | 0 |
| | CR | | | | | 0 |
| | NG | | | | | 1 |
| | | | | | | |
| | W | | | | | 28 |

| Department | Grade | Peralta Campuses | | | | |
|---|---|---|---|---|---|---|
| | | A | FR | NP | L | M |
| Upholstery | Number | 73 | | | | |
| | A | 15 | | | | |
| | B | 27 | | | | |
| | C | 44 | | | | |
| | D | 0 | | | | |
| | F | 0 | | | | |
| | I | 3 | | | | |
| | NCR | 0 | | | | |
| | CR | 0 | | | | |
| | NG | 0 | | | | |
| | | | | | | |
| | W | 11 | | | | |
| Urban Studies | Number | | | | 125 | |
| | A | | | | 20 | |
| | B | | | | 18 | |
| | C | | | | 5 | |
| | D | | | | 1 | |
| | F | | | | 0 | |
| | I | | | | 0 | |
| | NCR | | | | 0 | |
| | CR | | | | 0 | |
| | NG | | | | 0 | |
| | | | | | | |
| | W | | | | 56 | |
| Urban Studies & Community Planning | Number | | | | 224 | |
| | A | | | | 25 | |
| | B | | | | 15 | |
| | C | | | | 10 | |
| | D | | | | 0 | |
| | F | | | | 0 | |
| | I | | | | 3 | |
| | NCR | | | | 0 | |
| | CR | | | | 0 | |
| | NG | | | | 0 | |
| | | | | | | |
| | W | | | | 46 | |
| Welding | Number | | | | 236 | 109 |
| | A | | | | 10 | 20 |
| | B | | | | 13 | 21 |
| | C | | | | 16 | 20 |
| | D | | | | 5 | 11 |
| | F | | | | 0 | 0 |
| | I | | | | 1 | 0 |
| | NCR | | | | 0 | 0 |
| | CR | | | | 0 | 0 |
| | NG | | | | 0 | 0 |
| | | | | | | |
| | W | | | | 55 | 22 |

| Department | Grade | Peralta Campuses | | | | |
|---|---|---|---|---|---|---|
| | | A | FR | NP | L | M |
| Wood Tech. | Number | | | | 198 | |
| | A | | | | 11 | |
| | B | | | | 25 | |
| | C | | | | 26 | |
| | D | | | | 4 | |
| | F | | | | 0 | |
| | I | | | | 0 | |
| | NCR | | | | 0 | |
| | CR | | | | 0 | |
| | NG | | | | 0 | |
| | | | | | | |
| | W | | | | 44 | |
| Work Exp. (L, NP)<br>General Studies (FR) | Number | | 65 | 145 | 571 | 401 |
| | A | | 34 | 21 | 35 | 47 |
| | B | | 26 | 29 | 39 | 26 |
| | C | | 6 | 33 | 2 | 7 |
| | D | | 1 | 2 | 0 | 2 |
| | F | | 0 | 0 | 0 | [illegible] |
| | I | | 16 | 7 | 5 | 2 |
| | NCR | | 0 | 0 | 0 | 0 |
| | CR | | 0 | 0 | 0 | 9 |
| | NG | | 0 | 0 | 0 | 0 |
| | | | | | | |
| | W | | 23 | 8 | 19 | 7 |
| X-Ray Tech. | Number | | | | | 232 |
| | A | | | | | 16 |
| | B | | | | | 29 |
| | C | | | | | [illegible] |
| | D | | | | | [illegible] |
| | F | | | | | [illegible] |
| | I | | | | | 1 |
| | NCR | | | | | 0 |
| | CR | | | | | 0 |
| | NG | | | | | 1 |
| | | | | | | |
| | W | | | | | 15 |

# THE BIBLIOGRAPHY

"The AACRAO Survey of Grading Policies in Member Institutions - 1971," American Association of Collegiate Registrars and Admission Officers, Washington, D.C.

Becker, Howard, Blanche Geer, and Everett Hughes, "Making the Grade," The Academic Side of College Life, N.Y., John Wiley and Sons, Inc., 1968

Becker, Paul, Dean Student Personnel, Columbia Community College, Columbia, California

Birney, Robert C., "The Effects of Grades on Students in College Grading Systems: A Journal Symposium," Journal of Higher Education, 35296-98

Burke, Ronald J., "Student Reactions to Course Grades," Journal of Experimental Education, Summer 1968

Burwen, Leroy S., "Institutional Research Notes," San Francisco State University and Colleges, (Director of Institutional Research). "National Survey of Pass-Fail Grading," paper presented at American Educational Research Association, New York, February 1971

Caughren, Harry (Dr.), Drop-out study relating to student motivation. Student Personnel Office, Merritt College

Clements, Wm. H., (presented by), "Pass Fail: Were Your Hypotheses Valid?" College and University, 46:4 Summer 1971
"Basic Considerations Concerning Grading Systems"

Collins, Charles C., "Grading in the Community College," Junior College Journal, December 1965

Cromer, Ward, "An Empirical Investigation of Student Attitudes Toward the Pass-Fail Grading System at Wellesley College," College Student Personnel Abstracts, Vol. 5 1970, p. 189

Davidovicz, H.M., "Pass-Fail Grading--A Review," Center for the Study of Higher Education, Hofstra College, July 1972, Abstract #17

Dawson, Phillip, Chairman of Committee on Academic Apprisal and Achievement, Stanford. (See Stanford Observer, June 1972)

Dietz, Merle A., "Grading Policies in California Community Colleges," Los Angeles Harbor College, Office of Instruction, March 23, 1971

Dressel, Paul, and Associates, Evaluation in Higher Education, Boston, Houghton Mifflin Co., 1961

ERIC Clearinghouse for Junior Colleges, Research In Education, U.S. Department of Health, Education and Welfare. Current Index to Journals in Education, CCM Information Sciences, Inc., New York City

Feldmesser, Robert A., "The Option: Analysis of an Educational Innovation," published by Dartmouth College, Hanover, New Hampshire, April 1969

Gold, Richard M., Anne Reilly, Robert Silberman and Obwert Lehr, "Academic Achievement Declines Under Pass-Fail Grading," The Journal of Experimental Education 39(3) 1971 pp. 17-21

Hales, Lloyd, Phillip Bain and Leonard Rand, "An Investigation of Some Aspects of the Pass/Fail Grading System," paper presented at American Educational Association, N.Y., February 1971

Harrington, Charlene, "Evaluation of the Pass/Not Pass Grading Option At the University of California, Berkeley," unpublished report prepared by the Office of Institutional Research, University of California, Berkeley, Fall 1971, pp.58

Heist, Paul, T. R. McConnell, "The Diverse College Student Population," The American College, Nevitt Sanford, Editor, N.Y., John Wiley and Sons, 1962

Hewett, Raymond, "The Status of Pass/Fail Option at Twenty-Two Colleges and Universities," Office of Institutional Studies, University of Massachusetts, Amherst, November 1967

Hodgkinson, Harold L., "Pass-Fail and the Protestant Ethic"

Hofeller, Margaret A., "Survey of U.S. Graduate School Attitudes Toward Non-Traditional Grading Systems," New York, 1971

Hoyt, Donald P., "College Grades and Adult Accomplishment: A Review of Research," Educational Record, 47:70-75, Winter 1966

Karlins, Marvin Kaplan, William Stuart, "Academic Attitudes and Performance as a Function of Differential Grading System: An Evaluation of Princeton's Pass-Fail System," Journal of Experimental Education 37:38-50, Spring 1969

Mannelo, G., "College Teaching Without Grades," Journal of Higher Education, June 1964
"Grades Must Go," Educational Record, 50:305-308

Marshall, Max S., "Teaching W/O Grades," Oregon State University Press, Corvallis, Oregon, 1963

Melville, George, "The Pass-Fail Systems and Recommendations of Knox College," unpublished report, Galesburg, Illinois: Office of Institutional Research, 1969-70

Melville, George, Eleanor Stamm, "The Pass-Fail System and the Change in the Accounting of Grades on Comprehensive Examinations at Knox College," Galesburg, 1967 25 pp.

Morishima, James, Sidney S. Mick, "Pass-Fail Evaluation: Phase I and II: Grade Distribution Analysis and Questionnaire Analysis," unpublished report, Office of Institutional Research, University of Washington, Seattle, April 1970

Muscatine, Charles, "Education at Berkeley," Select Committee on Education Report for the Academic Senate, Berkeley: University of California, 1966

Needham, J.G., "Honors-Pass-Fail: A Report," Simmons College, 1970

Norcal Project, Phase I Final Report. Thomas F. MacMillan, Project Director

O'Bannion, Terry, "Rules and Regulations: Philosophy and Practice," Junior College Journal, April 1969

Osler, Sonia F., "Intellectual Performance as a Function of Two Types of Psychological Stress," Journal of Experimental Psychology, 1954, p.115

Quann, Charles J., "Pass-Fail Grading: What are the Trends?" Paper presented at American Educational Research Association, N.Y., February 1971
"The Pass-Fail Option: Analysis of an Experiment in Grading," Athens, Ohio, 1971

Raimi, Ralph A., "Examinations and Grades in College," AAUP Bulletin, September 1967

Rand, Colleen, "The Pass-Fail Option - An Evaluation of the Stanford University Experience," an unpublished report, Stanford University, Palo Alto, 1967

Semas, Philip W., Chronicle of Higher Education, N.Y., February 15, 1971

Sgan, Matthew R., "The First Year of Pass-Fail at Brandeis University: A Report," Journal of Higher Education 40:135-144, February 1969
"Letter Grade Achievement in Pass-Fail Courses," Journal of Higher Education, November 1970, p. 638-644

Simpson, Claude, Charles Quann, Horace King, Shantz, Howard and Moen, Carlton, "Pass-Fail - What are the Trends?" College and University Business, 49(3), 1970,78-79

Stallings, William, "Pass-Fail Grading Option," School and Society, March 16, 1968

Stallings, William, Elwood Leslie, "Students' Attitudes Toward Grades and Grading," Improving College and University Teaching, 18:66-68, Winter 1970

Summerskill, John, "Dropouts from College," The American College, Ch. 19 pp. 627 ff. N.Y., John Wiley and Sons, 1962

Suslow, Sidney, "A Theoretical Examination of the Effect of Large Scale Enrollments in Pass/Not Pass Courses on the Grade Point Average of Undergraduate Students at Berkeley," unpublished report, Office of Institutional Research, Berkeley: University of California, December 1968

Toomajian, Charles, "Satisfactory/Unsatisfactory Grading Practices," Report by Office of Institutional Studies, Cornell University, Ithaca, N.Y., September 1969

Trow, William, "Grades and Objectives in Higher Education," *Educational Record*, 49: 85-91, Winter 1968

Warren, Jonathan R., "College Grading Practices: An Overview," *Educational Testing Service*, October 1970

Weems, John E., William Clements, Charles J. Quann, K. Smith, and Barbara E. Schefelbein, "Pass-Fail: Were the Hypotheses Valid?" *College and University*, Vol 46 1971, pp. 535-556

Willett, Lynn, "An Evaluation of Wittenberg's Pass-Fail Grading System," *Institutional Research and Communication in Higher Education*, 10th Annual Forum of the Association for Institutional Research, 1970

Yuker, Harold E., "Grades and Grading Systems," *Higher Education Research Abstracts, No. 6*, Hempstead N.Y., 1969

UNIVERSITY OF CALIF.
LOS ANGELES

APR 11 1974

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION